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AUTHOR Leslie, Larry; And Others
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ABSTRACT

A total of 554 liberal arts colleges are analyzed in terms of stability or growth, full-time equivalence (FTE), part-time, female, undergraduate and graduate enrollment patterns. The institutions were divided into two groups: (1) 123 leading baccalaureate granting institutions classified by the Carnegie Council as Liberal Arts I (LA I) and (2) the remaining institutions classified as Liberal Arts II (LA II) that did not meet the criteria for inclusion in the first group. Findings include the following: LA Is are characterized generally as stable in enrollments and missions, but the changing higher education environment is altering the basic nature of LA IIs. Many of these former full-time, undergraduate, single-purpose institutions are becoming increasingly part-time, graduate, and occupationally-oriented. However, liberal arts colleges show more stable FTE enrollment patterns than all institutions nationally. The extreme growth in female higher education enrollments nationally has been shared on a much reduced scale by the liberal arts colleges, but liberal arts enrollment growth for women has exceeded that for men. Between 1967 and 1977 full-time graduate enrollment increased by 56 percent nationally, 255.7 percent in LA IIs, and 38.1 percent in LA Is. Independent LA Is were the only institutions with full-time graduate decreases. In both the independent and church-related institutions there have been larger gains of women in almost all categories. Lists of institutions in the LA I and LA II categories are appended, along with a tabular report of the findings. (CC)

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Topical Paper No. 19

PATTERNS OF ENROLLMENT IN HIGHER EDUCATION 1965 TO 1977

LIBERAL ARTS COLLEGES

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College of Education
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January 1981

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PATTERNS OF ENROLLMENT IN HIGHER EDUCATION 1965 TO 1977

LIBERAL ARTS COLLEGES

by

Larry Leslie
Arthur Grant
Kenneth Brown

Center for the Study of Higher Education
College of Education
University of Arizona

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FOREWORD

This paper is the second in a series of enrollment analyses being published by the Center for the Study of Higher Education at the University of Arizona. The first report analyzed enrollments in Research Universities I and II; this study examines Liberal Arts Colleges I and II.* The series will eventually include analyses of enrollments for each of the six Carnegie Classifications and a number of other categories that cut across these classifications, including women's colleges, predominantly black institutions, institutions with religious control, and other categories. Analyses by geographical areas and by urban and rural settings will also be forthcoming as the data are assembled, edited, and analyzed. It is anticipated that the series will be useful to students of higher education in understanding the most dynamic period of enrollment growth this country has yet experienced, the period between 1965 and 1977, and in anticipating what is likely to lie ahead.

Data for these years in varying degrees of detail have been assembled on computer tapes for all institutions in the *Educational Directory* responding to the Higher Education General Information Survey (HEGIS) of the Office of Education. These data were combined initially by Dr. Daryl Carlson for the National Center for Education Statistics under grant number 500-75-0382. Editing of these data was undertaken by the Center for the Study of Higher Education at the University of Arizona in September of 1977. Although the original computer tape was excellently organized and documented, some revisions were necessary. Two types of problems were encountered: the first involved the editing of content, the second involved categorizations of data.

Editing of content included supplying missing entries and correcting data which were obviously in error. Missing enrollment data were obtained from copies of *Opening Fall Enrollments* published by the Office of Education[1] and when not available there from communications with the institutions involved. If both of these sources failed to supply the missing data, reasonable extrapolations were determined by comparing prior with later or later with prior years. Missing data involving the geographical location of institutions

*See Appendix A for a description and list of Liberal Arts Colleges I and II.

[1] The entire year of 1969, for example, had data in summarized form only on the computer tape; details had to be reconstructed from hard copy.

were obtained from the *Directory of Higher Education* and missing classifications for inner city, outer ring, and rural areas were determined through the use of an atlas. Duplicate and incorrect FICE numbers[2] were eliminated and corrected, and mergers and liquidations were identified.

Problems in categorization were far more complicated, although they were not as time consuming as the first set of problems. Unfortunately, the data categories included in the fall enrollment questionnaire of the Office of Education's annual survey did not remain consistent throughout the period recorded on the tapes. In 1965 and 1966 undergraduate and graduate enrollments were not reported separately in the government enrollment questionnaires. In 1967 and 1968 the definition *post-baccalaureate* was introduced, and these enrollments were reported separately from undergraduates. The post-baccalaureate category unfortunately aggregated graduate and first-professional data as well as students pursuing further undergraduate study after obtaining a baccalaureate degree (teacher certification candidates for example). The questionnaires were identical for the years 1969 through 1972. In 1973 the HEGIS enrollment questionnaire was revised somewhat by combining two undergraduate categories and extension with on-campus enrollments. Extension enrollments had earlier *not* been reported separately in 1965 and 1968 but were reported in every other questionnaire until the year 1973. The 1969 through 1972 questionnaires have the largest number of categories of all the surveys prior to the 1976 questionnaire. The data organization on the file for each year, with one or two minor variations, reflects the categorizations reported on the questionnaires.

Whenever no reasonable separation of categories could be defended, no attempt to analyze these categories was made for the years involved. Thus, graduate and undergraduate disaggregations and analyses are not attempted for 1965 and 1966. For this reason tables and figures in the studies do not all begin with the year 1965. In some cases it was possible to redistribute categories such as part-time or full-time and graduate and undergraduate subclassifications based upon ratios of these subcategories in prior or later years. Thus, if an institution reported unclassified students for several years but missed an intermediate year, ratios of both undergraduate and graduate unclassified students would be extrapolated in accordance with their proportions in prior and later years.

Table XIX in Appendix B gives categories available on the tapes by years. The reader will be able to gauge from this the extent of the variation in

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[2] These are unique numbers supplied each institution of higher education in the *Directory of Higher Education*, a process agreed upon by the Federal Interagency Committee on Education.

classifying the data from year to year. The authors are satisfied that every reasonable attempt has been made to render the data in a format conducive to accurate analyses. Indeed, we are confident that the data, which often have been criticized in the past, are now capable of lending valid conclusions.

Enrollment data were assembled by the Center not only as a source for the analyses that will be published in this series but also as a data base for forecasting enrollment growth for various segments of higher education. Most national enrollment projections fail to disaggregate by type of institution; yet is it evident that different kinds of institutions have experienced and will continue to experience different kinds of growth. Some, like the community colleges, have shown marked increases, particularly the urban community colleges. Others such as the Liberal Arts colleges have not grown as much, either by design or because they have been unable to compete financially or academically with other institutions.

It is not valid for governing and funding bodies at the state level nor for policy and funding bodies at the federal level to make planning decisions from aggregated data. As a matter of fact, such procedures may be harmful to particular institutions. In times of retrenchment, growing segments of higher education could find themselves cut back along with those whose enrollments are falling. For this reason, it is desirable to disaggregate enrollment projections as much as possible for institutional sectors, for states, regions, and at the national level.

The historical data assembled for this series along with the many additional classification codes we have built into the data will permit us to identify, first, the overall patterns into which specific institutions fit; second, the variables attending a particular enrollment pattern; and, third, allow projections of single institutions or groups of institutions based upon the models that will be developed.

In closing this foreword, it should be noted that the period of time encompassed in these analyses will be remembered as a turbulent one for higher education. It was a period in which universities and colleges fell from high estate to low in the eyes of the public and the legislatures; it was tragedy in both the Aristotelian and the common definition of the word. Yet it was also a period in which that medieval monolith, higher education, modernized and popularized itself even further. It is a period justifying close examination.

PATTERNS OF ENROLLMENTS IN HIGHER EDUCATION: 1965 to 1977

It was the best of times, it was the worst of times . . . it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us. . . .

Charles Dickens, *A Tale of Two Cities*

Analyses of enrollment changes in the years between 1965 and 1977 are particularly challenging because this time-span includes a number of significant forces affecting the trends. At the very beginning of the period, the tides of post-World War II births still swell, and federal facilities grants help create new campuses and expand old ones. Toward the end of the era, the declining birth rates of the late 50s begin to wash out enrollment gains and construction dollars dwindle. Student unrest and its aftermath, the return of the Vietnam veterans, and the end of the draft all took place in this period. During these years, the Vietnam veterans received a number of benefit increases and then began phasing out of their entitlements. The nation undertook also in this interval the postsecondary enlightenment of the disadvantaged. In the second half of the 60s and the first half of the 70s, the tremendous surge of the community college movement is felt, delivering higher education to new communities and different clientele. And sometimes in response to both territorial disputes and educational outreach, this also became the golden age of the branch campus. At the late end of the span, new forms and amounts of student aid became available with promising implications for the economically disadvantaged. Throughout the interval there is a steadily increasing popular compulsion for credentialization with the consequent inflation of public and private costs, resulting in a state and local budgetary disenchantment with the multifoliate growth of public higher education.

It was the best of times; it was the worst of times. And we propose to examine these times in terms of the changes taking place in headcounts, full-time-equivalent, and full- and part-time students by sex, and by undergraduate and graduate students in Liberal Arts Colleges I and II.

The National Scene

Total enrollments (both degree and non-degree credit) in all institutions of higher education in this country very nearly doubled since 1965. Five and a half million more students attended colleges and universities in the fall of 1977 than did so in 1965. Of that enormous growth, public institutions absorbed five million and private half a million additional students (data and illustrations are contained in Figure 1 and Table 1).

Since 1965 the average annual enrollment growth for all types and levels of public and private colleges and universities has been a little over seven and a half percent with the largest percentage gains in the early and late seventies and some loss of enrollment between 1975 and 1976.

Enrollment in public colleges and universities has more than doubled since 1965; private enrollment has increased by 27 percent. This pattern of growth continues a long-term trend with public institutions absorbing or promoting the largest share of enrollment increases either through the growth of existing institutions or the development of new ones. Most significant in the expansion of the public sector was the burgeoning of the community colleges. These institutions account for almost 60 percent of the entire enrollment increase in the public sector between 1965 and 1977.

Against this background of national growth, it is interesting to contrast the changes that have occurred in different types and levels of institutions. We have chosen for the first series of analyses the changing patterns of enrollment within institutions in the various Carnegie classifications. This second paper in the first series focuses on Liberal Arts Colleges I and II.

LIBERAL ARTS COLLEGES I AND II

Summary of Findings

- Whereas Liberal Arts Colleges I (LA Is) may be characterized generally as stable in enrollments and missions, it must be concluded that the changing higher education environment is altering the basic nature of the Liberal Arts Colleges II (LA IIs). Many of these previously, predominantly full-time, undergraduate, single purpose institutions are becoming increasingly part-time, graduate, and occupationally oriented. A fundamental change is occurring in this important sector of American higher education.

- The pattern of headcount enrollment in the less selective Liberal Arts Colleges II since 1965 clearly illustrates major national forces generally believed to be operating in higher education. In the mid 1960s, toward the end of the so-called "Golden Decade" of American higher education, the LA IIs prospered; by 1969, as suggested by the numerous crisis reports of the time, the LA IIs were in an enrollment decline; but by 1974, when the new federal student-aid programs were in full force, the LA IIs' enrollments recovered and have been almost robust ever since.

- In contrast, the enrollments of Liberal Arts Colleges I have been characterized by relative stability. The LA Is expanded only moderately as the opportunities of the mid 1960s presented themselves, and throughout the 1970s they have been able to maintain constant albeit slowed enrollment growth.

- Recognizing the pitfalls of generalization, it is believed that the LA IIs, committed to a growth mentality, were forced to exploit whatever enrollment opportunities presented themselves, while LA Is remained convinced that their long-term viability rested upon maintaining a sustainable institutional size and a traditional curriculum.

- The recent enrollment experience of the LA Is is analogous to the experience of Research Universities I—stability—while the enrollment experience of the LA IIs, though not as extreme, is analogous to the experience of Research Universities II—relative enrollment turmoil.

- Liberal Arts colleges show more stable FTE enrollment patterns than all institutions nationally. This is in part because liberal arts students tend overwhelmingly to be full-time and thus are less affected by the major national increases in part-time enrollments.

- Regarding part-time enrollments, although numbers are still relatively small, the LA IIs have exploited this growing student market, part-time students increasing almost 80 percent since 1965. LA Is have been less vigorous in this regard, but even here the rates of part-time enrollment increases have been larger than overall, or headcount, rates.

- The extreme growth in female higher education enrollments nationally has been shared on a much reduced scale by the Liberal Arts colleges. This is due in part to the breaking of occupational sex-stereotypes and corresponding professional opportunities for women. The training for these new opportunities therefore lies disproportionately in multi-purpose institutions.

- Nevertheless, liberal arts enrollment growth for women has exceeded that for men. Considering full-time female enrollments only, the LA Is grew by 29.2 percent and the LA IIs by 14.5 percent between 1966 and 1977. During this time the corresponding national increase was 186.4 percent. For men, the figures were 10.7 and 6.8 respectively with the national increase being 34.8 percent.

- Part-time female enrollment in the LA IIs grew at a rate scarcely one-third the national rate and in LA Is by a rate less than one-fourth the national rate. The LA II part-time male enrollment grew more rapidly than the national rate.

- The LA IIs apparently reacted even more strongly to the overall downturns of traditional enrollments in the early 70s by exploiting graduate student markets. Between 1967 and 1977 full-time graduate enrollments nationally increased by 56 percent, while LA II full-time graduate enrollment grew at an amazing 255.7 percent rate. LA I full-time graduate enrollment increased by 38.1 percent.

- Graduate enrollments at Liberal Arts colleges in 1977 represented only 5.1 percent of total enrollments because only about a third of these institutions offer graduate level courses. Despite these limitations graduate enrollments in the liberal arts colleges are increasing rapidly.

- Unlike normative graduate institutions, part-time graduate enrollments in Liberal Arts colleges are larger than full-time graduate enrollments.

Percent growth in LA I and LA II part-time graduate enrollments were roughly equal and were markedly greater than the growth in part-time graduate enrollments nationally.

- Independent LA Is and IIs showed stronger overall growth curves than the two groups of religiously-affiliated institutions between 1965 and 1978 with the greatest gains apparent for the independent LA IIs.

- Full-time undergraduate students represent a much larger share of total enrollments at both the independent and religiously-affiliated LA Is than they do at either of these two types in the LA IIs.

- Full-time undergraduate students increased at the fastest rate at independent LA Is and at the second fastest rate in the independent LA IIs. The largest share of these increases at the LA Is were women and, at the LA IIs, men.

- Full-time undergraduate students decreased at both the LA I and LA II church-related institutions, and this can be accounted for by very heavy decreases in full-time undergraduate male students only partially offset by moderate increases of full-time undergraduate women.

- Part-time undergraduates increased in number at independent LA Is and IIs and at church-related LA IIs. There were losses of part-time undergraduates at the religiously-affiliated LA Is.

- The independent Liberal Arts colleges I were the only category with full-time graduate enrollment decreases, and these decreases have been in male enrollments partially offset by modest increases in women.

- Part-time graduate enrollments have increased at both independent and church-related LA Is and IIs with the greatest gains at the independent LA IIs.

- In both the independent and church-related institutions there have been larger gains of women in almost all categories, full- and part-time, undergraduate and graduate, than there have been for men. The exceptions to this are full- and part-time undergraduate and graduate males in independent LA IIs.

Introduction

Liberal Arts colleges in the United States are predominantly private. Among the 554 Liberal Arts colleges examined in this paper, only 10 are public institutions and of the 123 colleges classified as Liberal Arts Colleges I, none is publicly controlled.[1]

Liberal Arts Colleges I are defined as those that

> *. . . scored 1030 or more on a selectivity index developed by Alexander W. Astin or they were included among the 200 leading baccalaureate-granting institutions in terms of numbers of their graduates receiving Ph.D.'s at 40 leading doctorate-granting institutions from 1920 to 1966 (National Academy of Sciences, Doctorate Recipients from United States Universities, 1958-1966, Washington, D.C., 1967, Appendix B)* (Carnegie, pp. xvi-xvii).

However, the distinction between Liberal Arts colleges and comprehensive universities and colleges is not always clear.

> *Some of the institutions in this group have modest occupational programs but a strong liberal arts tradition. A good example is Oberlin, which we continue to classify as a Liberal Arts college. It awarded 76 Mus. B. degrees out of a total of 623 bachelor's degrees in 1974 and had an enrollment of 2,858 in 1976. Or, consider two Pennsylvania institutions, Lafayette and Swarthmore. Lafayette awarded 89 B.S. degrees and has been included in our Comprehensive Universities and Colleges II group. Its enrollment in 1976 was 2,243. Swarthmore has an engineering program leading to a B.S. degree, but it awarded only 16 B.S. degrees out of a total of 280 bachelor's degrees in 1974 and had a 1976 enrollment of 1,223. Swarthmore has a strong liberal arts tradition and did not meet our minimum enrollment criterion for a private college to be classified as comprehensive, but our decisions in the cases of Oberlin and Lafayette had to be at least partially judgmental* (Carnegie, p. xvii).

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[1] The Carnegie Council listed 583 Liberal Arts Colleges I and II in 1976. Of these, 30 were eliminated from the analyses either because their enrollment data were not available for 1965 or 1966, or, if they were newly established institutions during the period under study, because their data were not available for the second year of operation or later. The remaining discrepancy of one institution is explained by the merging of two institutions that are listed separately in the NCES files.

According to the Carnegie Council, Liberal Arts Colleges II numbered 460 in 1976, all 10 of the public institutions being in this category. Liberal Arts Colleges II consist of all remaining Liberal Arts colleges and again the separation from comprehensive institutions is not always clear cut.

The Liberal Arts colleges presently are perhaps the institutions of greatest general interest to students, analysts, and policy makers in higher education. The reasons are understood most clearly from the context of recent history.

Around the turn of the decade (1970), there appeared several major national reports forecasting "depression," "doom," and "fiscal disaster" for American higher education institutions, especially for private Liberal Arts colleges. One of these reports was Earl F. Cheit's Carnegie report, *The New Depression in Higher Education*, in which roughly a fourth of the broadly representative institutional sample was identified as being already "in difficulty" and another 44 percent as "headed for difficulty." Cheit reported that private colleges were more likely to be in these categories than were public ones.

Another set of studies, reported by William W. Jellema, Research Director of the American Association of Colleges, dealt exclusively with private colleges and was equally dismal in outlook. Jellema reported that 1969 had been the first year of widespread financial deficits in such colleges and that in 1970 income shortfalls were on the average five times larger. Jellema estimated that 40 to 60 percent of all private institutions were running deficits in 1970; he concluded that more than 100 such institutions were on the brink of "fiscal disaster," and he projected that one-half of all such institutions would have exhausted their liquid assets within ten years.

These reports and others were instrumental in establishing several national task forces, committees, or commissions on financing postsecondary education.[1] Although, for political reasons, the stated objectives of these groups were much broader, it was clear that saving private higher education in America was a central concern. Always, the primary stated objective was enhancing student opportunities for advanced education, but it was more than coincidence that student opportunity was defined to extend beyond mere access to college. College choice was a second, nearly equal, goal, and the implications for private institutions were never in doubt.

The recommendations of these reports became manifest in the *Education Amendments of 1972*, in which new federal student-aid programs were

[1] Among these were the reports of the Carnegie Commission, the Committee for Economic Development, and the National Commission on the Financing of Postsecondary Education.

created, old programs greatly expanded, and award amounts related directly to the costs of attending a particular institution. Translated, this meant larger student awards for attending higher-cost private institutions. In the first and second years these new programs were small, but by 1974 the amounts appropriated were substantial, and the effect upon private colleges began to be noted.

A corollary recommendation, incidentally, was that tuition prices should be raised in public institutions so that their competitive edge (in terms of costs) would be reduced. It was widely held, and correctly so, that without these changes, private higher education in America was in danger of collapse.

Later analyses of the effect of these policy changes suggested clearly that they had met with considerable success. For example, Leslie, in a report for the Education Commission of the States, concluded:

> *Although the magnitude of the financial effects of public student-aid programs upon private institutions is open to challenge, the conclusion that the private sector gains significantly from these programs is irrefutable* (Leslie, 1978, p. 27).

Leslie estimated that in 1975-76 the new aid programs had added approximately 250,000 students to independent higher education and that the overall subsidy was $1.262 billion, representing a net subsidy of $370,000,000 (much of the $1.262 billion merely replaced the private funds of students) (Leslie, 1978, pp. 24-25).

Additional support has been provided by W. John Minter and Howard R. Bowen in their annual reports on the status of the private sector in American higher education. For example, in their 1978 report, Minter and Bowen stated that a sample of 135 private colleges and universities showed "the enrollment trend among independent institutions has been slowly but steadily upward. The trend was continued in 1977-78, and held for all six types of institutions" (Minter, p. 108).

From these and other accounts, appearances are that private higher education may have been turned around. First, to what extent were they in trouble? And if they were, to what extent have they recovered? What had been the pattern of enrollments in private institutions prior to the announced "first difficult year"—1969? What was observed during the period from 1969 to the time in which the student-aid programs became fully operational? What has been the enrollment pattern since that time? These questions shall be examined first by examining the records of closings, mergers, and openings since 1965, and then by viewing Liberal Arts Colleges I and II enrollments, in their varying forms of disaggregations, for the period 1965-1977.

Closings, Mergers, and Openings

How did the Liberal Arts colleges fare between 1965 and 1977? How many were forced to close or merge in this critical period, and how many new Liberal Arts colleges opened?

Unfortunately, we are not able to reconstruct the full story for a number of reasons. First the national data tapes used for this study contain entries only for accredited institutions, institutions with pre-accreditation status from a nationally recognized accrediting agency, and those that qualify by having transfer credit accepted by three accredited institutions. Institutions not meeting these criteria are not included on the data tapes and are not, therefore, part of the analyses in this study. In addition, data were not available for institutions which closed or merged in 1967. And finally, there were during this period a number of institutions which did not merge but changed their status either from or to Liberal Arts colleges. This kind of change is not captured in the analyses herein.

A general picture of the changes that took place since 1965 is evident in Table XX in Appendix B. At least sixty Liberal Arts colleges closed during that period, representing combined enrollments (taken the fall prior to their closing) of over eighteen thousand students. Slightly over half (33) of the sixty Liberal Arts colleges that closed were religiously affiliated, and they represented forty percent of the displaced enrollment. The average size of the religiously-affiliated Liberal Arts colleges which closed between 1965 and 1978 was very small, only 223 students. The other twenty-seven institutions that failed were independent. They represented sixty percent of the total enrollments with an average enrollment at the time of closing of 408 students.

Since 1965, an additional twenty-four Liberal Arts colleges have merged with other institutions: ten lost their identity as Liberal Arts colleges through the merger, and fourteen retained it. A total of 16,453 students were enrolled in the Liberal Arts colleges that merged. Eleven of the twenty-four were independent, twelve were religiously affiliated, and one was a state controlled institution.

No attempt has been made to classify as either a Liberal Arts College I or II institutions that closed or merged prior to 1972 (the earliest date used in the first published list of Carnegie classifications). Since that date only two institutions classified as Liberal Arts Colleges I closed, one independent and one religiously affililated. Another two LA Is merged: one losing its identity as a Liberal Arts College I (it merged with a Doctoral-Granting University II) and one retaining it.

Although sixty Liberal Arts colleges closed since 1965 (not including closures in 1965 and 1967) and another ten lost their identity as Liberal Arts colleges through mergers, forty-four new Liberal Arts colleges have opened. Thirty-three of the new institutions were independent, eight were affiliated with a religious denomination, and three were public. Twenty-seven *independent* Liberal Arts colleges have closed since 1965 and another five independents merged and lost their identity as Liberal Arts colleges for a net gain of one independent institution. However, while only eight new church-related colleges opened, thirty-three closed and four lost their identity through mergers for a net loss of twenty-nine religiously-affiliated Liberal Arts colleges. Three new public Liberal Arts colleges opened and one closed for a net gain of two publicly-supported Liberal Arts colleges. Overall then the net loss in Liberal Arts colleges was twenty-six. Only two of the sixty institutions that closed and two that merged were Liberal Arts I institutions.

There was therefore some cause for alarm about the status of Liberal Arts colleges in the early seventies, particularly religiously-controlled institutions. The plight of these colleges was most apparent up until 1975, during which period almost two-thirds of the closings and over half of the mergers took place (see Table XX in Appendix B). There are indications that this unfortunate erosion of diversity may be ending. Later analyses will touch on that trend.

The next section of this study examines the enrollment record of those Liberal Arts Colleges I and II that persisted throughout the period 1965 to 1977.

Headcount Enrollment Changes

Table I and Figure 1 contain so many interesting facts that the student of higher education scarcely will know where to begin. First, evidence of the enrollment turndown that elicited the "crisis" reports of about 1970 is most clearly evident in Liberal Arts Colleges II. Many of the LA IIs are less selective Liberal Arts colleges, and those most likely to be on least secure financial grounds. The LA IIs were expanding by several percentage points each year in the mid 1960s, but the rate of increase clearly was slowing. By 1968, enrollment growth essentially had ceased, and in fact, with the exception of several near-stable years, small declines were witnessed through 1973. In 1974, the year the need-based student-aid programs moved into high gear, enrollment growth resumed and LA II enrollments have been almost "robust" ever since.

Table I: Headcount Enrollments and Indices of Growth:
U.S., Total Private and Liberal Arts Colleges.

	United States		Total Private		Liberal Arts I		Liberal Arts II		Total Liberal Arts	
Year	Enrollment (1000's)	Index	Enrollment	Index	Enrollment	Index	Enrollment	Index	Enrollment	Index
1965	5,962*	100.0	1,967,471	100.0	130,298	100.0	305,891	100.0	436,189	100.0
1966	6,439	108.0	2,057,391	104.6	136,431	104.7	321,052	105.0	457,483	104.9
1967	6,964	116.8	2,113,357	107.4	138,810	106.5	331,292	108.3	470,102	107.8
1968	7,571	127.0	2,102,164	106.8	142,775	109.6	338,930	110.8	481,705	110.4
1969	7,979	133.8	2,126,720	108.1	145,748	111.9	336,863	110.1	482,611	110.6
1970	8,649	145.1	2,173,310	110.5	148,055	113.6	337,197	110.2	485,252	111.2
1971	9,025	151.4	2,170,346	110.3	150,466	115.5	336,806	110.1	487,272	111.7
1972	9,297	155.9	2,174,912	110.5	151,932	116.6	332,035	108.5	483,967	111.0
1973	9,695	162.6	2,215,890	112.6	151,803	116.5	331,318	108.3	483,121	110.8
1974	10,321	173.1	2,271,944	115.5	152,212	116.8	337,939	110.5	490,151	112.4
1975	11,291	189.4	2,394,698	121.7	153,773	118.0	352,888	115.4	506,661	116.2
1976	11,121	186.5	2,408,792	122.4	154,221	118.4	360,160	117.7	514,381	117.9
1977	11,479	192.5	2,502,792	127.2	154,888	118.9	373,358	122.1	528,246	121.1

* Non-Degree Registrations Estimated

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Indices of Headcount Enrollment Growth
U.S. Total Private, and Total Liberal Arts Colleges

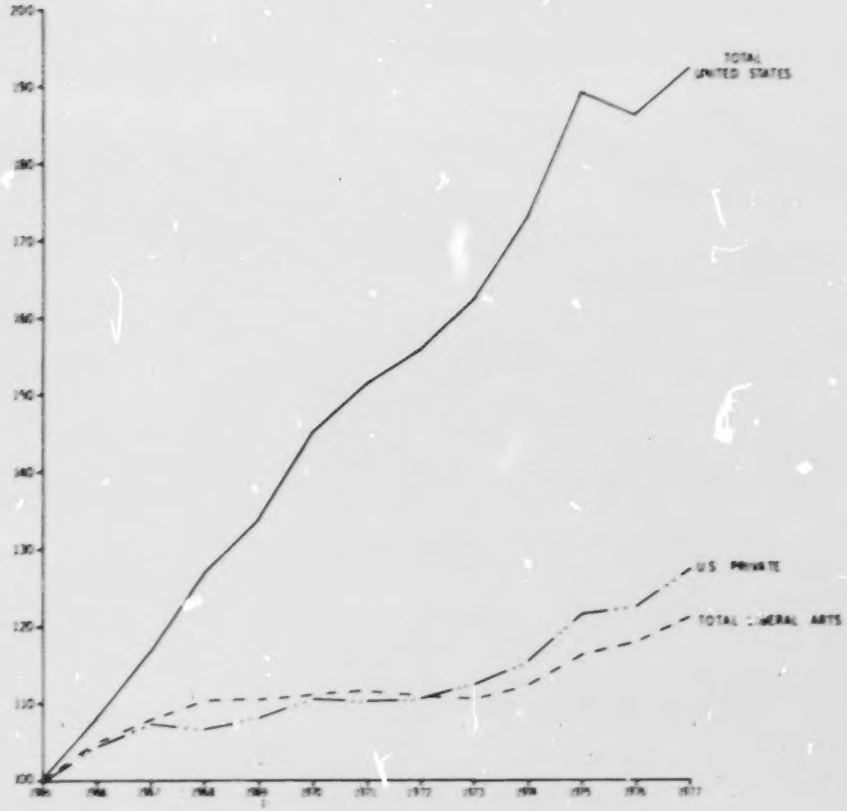

FIGURE 1

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1965 TO 1976: NCES
THE CHRONICLE OF HIGHER EDUCATION, JANUARY 9, 1978

The headcount enrollment pattern in Liberal Arts Colleges I is quite different, though no less applicable. Essentially the more selective and elite LA Is experienced enrollment growth constancy at 1.5 to 3 percent for the five years ending in 1971, and since 1971, the pattern has been one of quite steady but very slow growth. The explanation would seem to be quite straightforward. First, the LA Is were known to have expanded moderately in response to the unprecedented student demand of the early 1960s. The LA Is reacted to the slower growth of the late 60s by taking in a smaller number of additional students each year. They were able to regulate their own "supply" because their reputations insured excess student demand. Second, the LA Is reacted to the "crisis" reports of around 1970 in careful and prudent fashion: they cut their rate of growth even further, recognizing that their long-term viability rested upon maintaining a sustainable institutional size. So long as these institutions did not expand too much, they would be able to maintain themselves quite nicely. Public student aid, in part, would insure some excess of demand over supply; and there seemingly would always be a small but firm pool of applicants for their distinctive offerings. Although a few individual colleges show some variance from this assumed policy, collectively, the LA Is are in a strong enrollment condition.

Returning to the LA IIs for a moment, it would appear that these colleges have not chosen, or been able to follow, the example of the LA Is in this regard. Collectively, the LA IIs appear to have expanded enrollments when they could, and perhaps as much as they could, given space and other constraints. Thus, LA II enrollments increase more than do those of LA Is when conditions are favorable, and they decline or slow more when overall student demand diminishes. It is not clear whether the enrollment policies of the LA IIs are less enlightened that those of the LA Is, or whether the LA IIs simply are not as much in control of their destinies. It may well be, and probably is true, that many LA IIs simply are in a relatively insecure financial position and must admit as many students as is feasible in order to maintain their fiscal viability.

Finally, a comparison of the Liberal Arts colleges headcount enrollment experience with higher education as a whole and with the total private sector is instructive. In way of background, it is noted that in 1977, Liberal Arts colleges enrolled 528,246 of the almost 11.5 million students nationally or less than 5 percent. It is interesting to note, in relation to total national enrollments, that the share held by the Liberal Arts institutions declined from 7.3 percent in 1965 to a low of 4.5 percent in 1975. However, in 1976 and 77 their share was raised to 4.6 percent of total national enrollments. This was in part because additional new institutions (and consequently enrollment growth), particularly community colleges, had leveled off. Closings and mergers of Liberal Arts colleges had declined, also. Along with the growth of

Liberal Arts enrollments in 1976 and 77, these factors account for the pattern Liberal Arts colleges now appear to be maintaining.

Their recent enrollment experience also is instructive. Overall, Liberal Arts college enrollments differ from overall institutional enrollments in that they have been much more stable during the time period studied. While enrollments were growing 92.5 percent nationally, the Liberal Arts colleges increased by only 21.1 percent. Meanwhile, within the non-public sector, private enrollments overall grew by a more robust 27.2 percent. The conclusion to be reached is that at least in relative terms Liberal Arts colleges remained stable institutions committed to their purposes and missions.

Disaggregating headcount enrollments and drawing upon the findings of our first report, it can be observed that the LA Is have had an enrollment experience similar to that of Research Universities I (RU Is) while the LA IIs experience, though of greatly smaller proportions, has been more comparable to that of the Research Universities II (RU IIs). The former sets of institutions have shown a more stable enrollment pattern while the latter two sets have been more erratic. Quite clearly, the generally more prestigious LA Is and RU Is have maintained stable missions and corresponding enrollments, whereas the LA IIs and RU IIs have sought general expansion, probably in both missions and enrollments (it should be noted that the magnitude of such expansions were far less in the LA IIs than in the RU IIs). It was the LA IIs and RU IIs (along with certain other categories) that responded to the new students of the 60s, and it is these same institutions that have borne the brunt of more recent erratic enrollment patterns. These patterns suggest that it may be these more volatile institutions which will experience the major share of the enrollment downturns expected in the 1980s.

FTE Enrollment Changes

Students in Liberal Arts colleges tend to enroll full time; this is more so is LA Is than in LA IIs. Changes in FTE enrollments during the period studied vary only modestly from headcount changes. For the LA Is, in 1965 the difference between headcount and FTE enrollment was only about 7,000 students, which was roughly five percent of headcount; and in 1977 the difference was less than 10,000, or about 6 percent of headcount. For LA IIs, the 1965 difference was about 29,000 (9 percent of headcount) and the 1977 difference was roughly 51,000 (14 percent of headcount).

Table II: FTE Enrollments and Indices of Growth:
U.S., Total Private, and Liberal Arts Colleges I and II.

	United States		Total Private		Liberal Arts I		Liberal Arts II	
Year	Enrollment (1000's)	Index	Enrollment	Index	Enrollment	Index	Enrollment	Index
1965	4,826*	100.0	1,577,946	100.0	122,937	100.0	277,055	100.0
1966	5,126	106.2	1,687,960	107.0	128,086	104.2	290,563	104.9
1967	5,539	114.8	1,734,959	110.0	131,401	106.9	301,105	108.7
1968	6,024	124.8	1,745,027	110.6	135,041	109.8	309,309	111.6
1969	6,346	131.5	1,771,263	112.3	137,941	112.2	307,397	111.0
1970	6,793	140.8	1,801,935	114.2	140,436	114.2	306,578	110.7
1971	7,096	147.0	1,809,246	114.7	143,162	116.5	304,629	110.0
1972	7,187	148.9	1,809,667	114.7	144,501	117.5	298,272	107.7
1973	7,403	153.4	1,826,773	115.8	144,040	117.2	294,692	106.4
1974	7,735	160.3	1,864,830	118.2	143,743	116.9	297,271	107.3
1975	8,379	173.6	1,961,026	124.3	144,552	117.6	307,416	111.0
1976	8,242	170.8	1,976,262	125.2	144,813	117.8	314,635	113.6
1977	8,436	174.8	2,053,635	130.1	145,333	118.2	321,920	116.2

* Non-Degree Registrations Estimated

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Indices of FTE Enrollment Growth:
U.S., Total Private, and Liberal Arts Colleges I and II

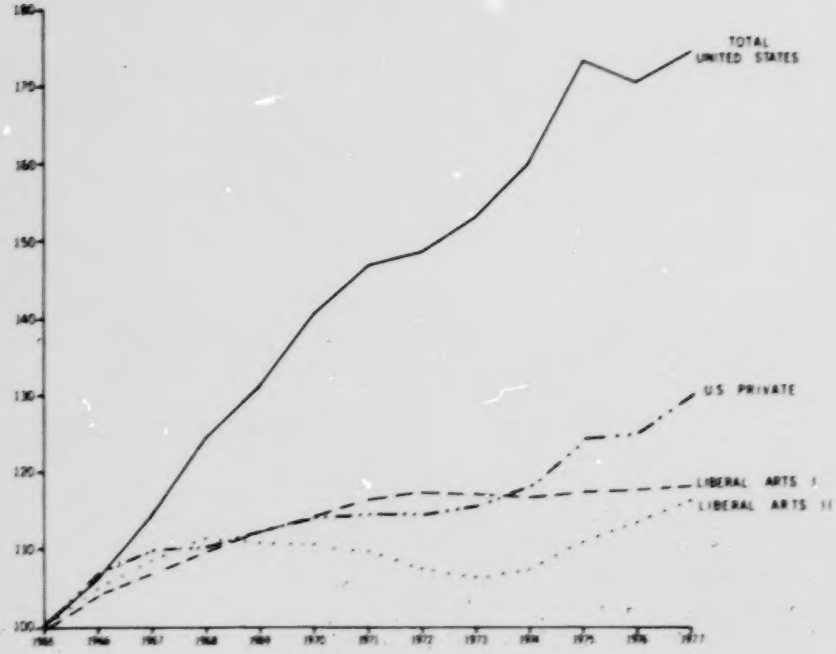

FIGURE 2

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1965 TO 1976 NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9 1978

A comparison of Tables I and II and Figures 1 and 2 shows that indeed there are only minor discrepancies in headcount and FTE patterns. For the LA Is, annual FTE index increments are slightly larger than headcount increments in the earlier years and slightly smaller in later years. The number of years of enrollment decline becomes greater, and overall it is clear that on the average there are fewer part-time student in 1977 than in 1965.

For LA IIs in the late 60s, FTE enrollment percentage changes tend to be very slightly higher than headcount changes, but thereafter the reverse is true. Further, the FTE enrollment declines of the early 70s are more severe than the headcount declines, and the recovery is not quite as great. The five-year decline from 1969 to 1973 is uninterrupted.

Full Time - Part Time Enrollment Changes

In *Higher Education and the Steady State,* Leslie and Miller argued that the expected downturn of the 80s would not be as severe as forecast because institutions could and would respond successfully to the threatened decline. Based upon the theory of the business firm, the authors asserted that higher education would respond to the anticipated downturn in five ways (Leslie, 1974, p. 24). At least three of these ways appear to be evidenced in the enrollment data for Liberal Arts colleges. One reaction, already attended to, was the search for additional factors of production, i.e., money. The federal and state student-aid programs, developed in very large part at the urging of private colleges, were perhaps the most successful of the several initiatives. Two other initiatives, the search for new markets and the development of new products, are shown by the growth in part-time and graduate enrollments at Liberal Arts colleges.

Table III: Full-time Enrollments and Indices of Growth:
U.S., Total Private, and Liberal Arts Colleges I and II.

	United States		Total Private		Liberal Arts I		Liberal Arts II	
Year	Enrollment (1000's)	Index	Enrollment (1000's)	Index	Enrollment	Index	Enrollment	Index
1965	4,256*	100.0	1,383	100.0	119,256	100.0	262,637	100.0
1966	4,470	105.0	1,503	108.7	123,914	103.9	275,319	104.8
1967	4,827	113.4	1,546	111.8	127,696	107.1	286,012	108.9
1968	5,250	123.4	1,566	113.2	131,174	110.0	294,498	112.1
1969	5,529	129.9	1,594	115.3	134,037	112.4	292,664	111.4
1970	5,865	137.8	1,616	116.8	136,627	114.6	291,268	110.9
1971	6,132	144.1	1,629	117.8	139,510	117.0	288,541	109.9
1972	6,131	144.1	1,627	117.6	140,786	118.1	281,391	107.1
1973	6,257	147.0	1,632	118.0	140,159	117.5	276,379	105.2
1974	6,442	151.4	1,661	120.1	139,509	117.0	276,937	105.4
1975	6,923	162.7	1,744	126.1	139,941	117.3	284,680	108.4
1976	6,803	159.8	1,761	127.3	140,109	117.5	291,873	111.1
1977	6,910	162.4	1,827	132.1	140,555	117.9	296,201	112.8

* Estimated

SOURCES: *Opening Fall Enrollments in Higher Education*, 1966 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Indices of Full-time Enrollment Growth:
U.S. Total Private, and Liberal Arts Colleges I and II

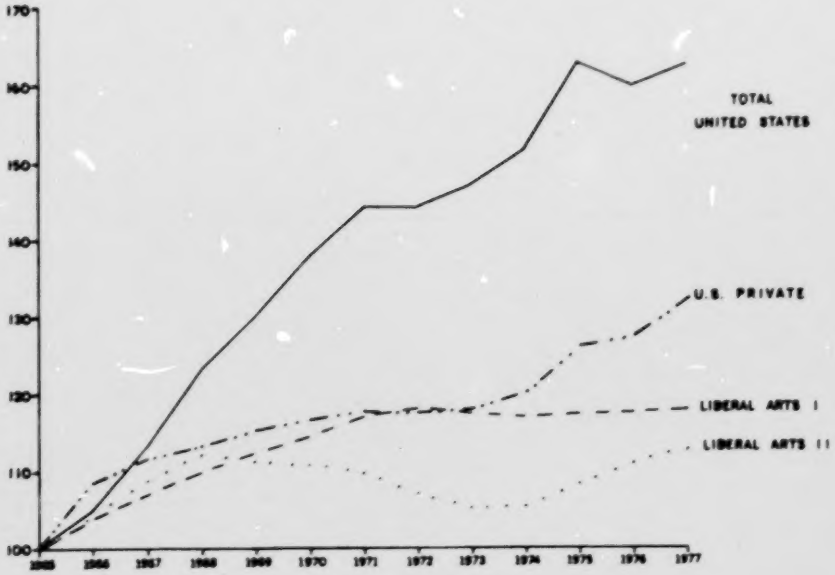

FIGURE 3

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION, 1965 TO 1975, NCES
THE CHRONICLE OF HIGHER EDUCATION, JANUARY 9, 1978

As already noted, Liberal Arts college students tend overwhelmingly to be full-time. Nevertheless, significant changes have occurred in this regard, particularly at LA IIs. As seen in Table IV and Figure 4, since the alarm was sounded about 1970 the LA IIs have exploited the part-time student market. Overall, increases have been almost 80 percent since 1965. Further, recent annual part-time enrollment increases, with one exception (1976), have been large and growing larger. Faced by slow growth and even decline in full-time enrollments (Table III and Figure 3), the LA IIs have compensated by attracting more part-time students—presumably by developing new products (programs) to attract them.

As always, the LA Is demonstrate more stability, or put another way, the maintenance of a very satisfactory status quo. Though they too served additional part-time students in the 70s, the increases are smaller than the LA IIs' increases and are more erratic. The comparable 1965-1977 increase has been only about 30 percent. Nevertheless, as witnessed by the data for full-time students, it is clear that to some extent part-time students have added to the viability of even the more secure LA Is.

Comparisons of Liberal Arts part-time enrollment increases to national increases, however, show that even the LA IIs have grown only moderately in relative terms (Table IV and Figure 4). While the LA IIs were increasing by 78.4 percent in this regard, the national increase for all institutions was 167.6 percent. Compared with the part-time growth of the private sector (Table IV), LA Is have grown only slightly more but LA IIs substantially more.

Comparisons of the Liberal Arts colleges to national full-time enrollments are, of course, consistent with headcount and FTE comparisons; nationally full-time enrollments grew much faster than was evidenced in Liberal Arts colleges (Figure 3). The national figure of 62.4 percent growth between 1965 and 1977 compares to a LA I rate of 17.9 percent and a LA II rate of 12.8 percent.

Graduate Enrollment Changes

The postulated institutional "adaptation" to threatened decline is not greatly different in the case of graduate enrollments. Liberal Arts colleges are, of course, primarily undergraduate institutions; however, it seems clear that these colleges have sought to maintain enrollment health by offering graduate courses, primarily on a part-time basis, so that graduate student recruitment might be enhanced.

The most profound change, in this regard, is found in the LA IIs. While full-time graduate enrollments were increasing by 56.0 percent nationally and by 38.1 percent in LA Is, LA II graduate enrollments were growing an amazing 255.7 percent between 1967 and 1977 (Table V and Figure 5). Although the numbers are not large, only 7,195 or about two percent of all LA II enrollments in 1977, this represents a major expansion of the missions of many LA IIs.

Table IV: Part-time Enrollments and Indices of Growth:
U.S., Total Private, and Liberal Arts Colleges I and II.

	United States		Total Private		Liberal Arts I		Liberal Arts II	
Year	Enrollment (1000's)	Index	Enrollment	Index	Enrollment	Index	Enrollment	Index
1965	1,711*	100.0	584,838	100.0	11,042	100.0	43,254	100.0
1966	1,969	115.1	554,879	94.9	12,517	113.4	45,733	105.7
1967	2,137	124.9	567,597	97.1	11,114	100.7	45,280	104.7
1968	2,321	135.7	535,706	91.6	11,601	105.1	44,432	102.7
1969	2,450	143.2	533,185	91.2	11,711	106.1	44,199	102.2
1970	2,784	162.7	557,063	95.3	11,428	103.5	45,929	106.2
1971	2,893	169.1	541,650	92.6	10,956	99.2	48,265	111.6
1972	3,166	185.0	547,867	93.7	11,146	100.9	50,644	117.1
1973	3,438	200.9	583,676	99.8	11,644	105.5	54,939	127.0
1974	3,879	226.7	610,671	104.4	12,703	115.0	61,002	141.0
1975	4,368	255.3	650,506	111.2	13,832	125.3	68,208	157.7
1976	4,318	252.4	645,344	110.3	14,112	127.8	68,287	157.9
1977	4,578	267.6	680,691	116.4	14,333	129.8	77,157	178.4

* Estimated

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Indices of Part-time Enrollment Growth:
U.S., Total Private, and Liberal Arts Colleges I and II.

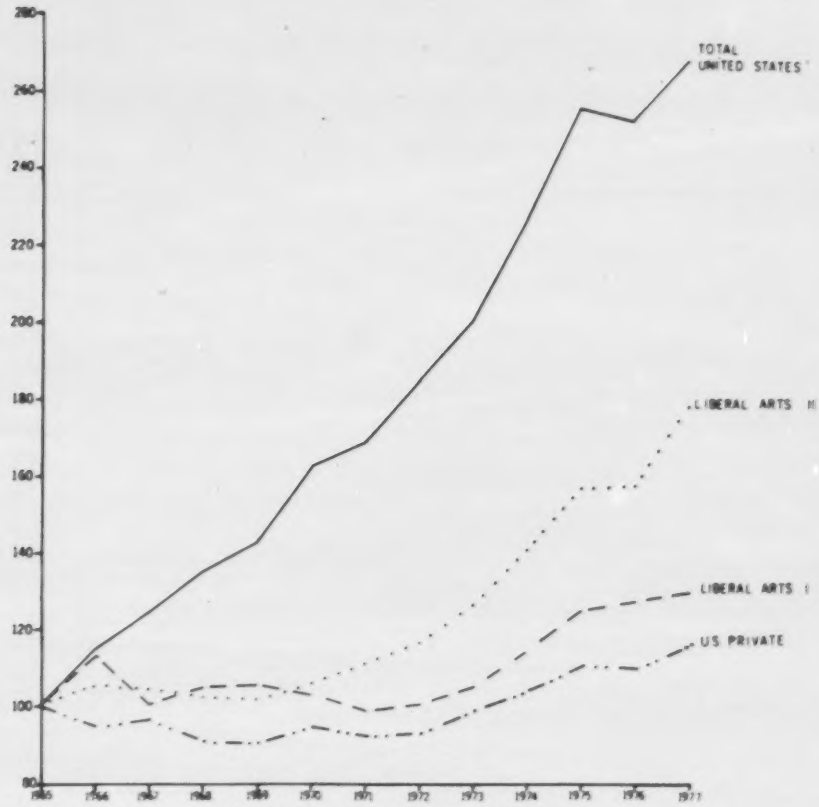

FIGURE 4

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1965 TO 1976 NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9 1978

Several observations can be made in regard to part-time graduate enrollments. While again part-time graduate numbers are quite small for the Liberal Arts college, they are larger than the full-time graduate numbers. Indeed, for the LA IIs, part-time graduate enrollments in 1977 were almost double full-time graduate enrollments.

Table V: Full-time Graduate Enrollments and Indices of Growth: U.S. and Liberal Arts Colleges I and II.

	United States		Liberal Arts I		Liberal Arts II	
Year	Enrollment	Index	Enrollment	Index	Enrollment	Index
1967	450,436	100.0	1,675	100.0	2,023	100.0
1968	471,693	104.7	1,620	96.7	2,336	115.5
1969	508,548	112.9	1,745	104.2	2,642	130.6
1970	538,050	119.5	1,557	93.0	2,721	134.5
1971	566,508	125.8	1,741	103.9	3,039	150.2
1972	586,054	130.1	1,671	99.8	3,228	159.6
1973	614,397	136.4	1,622	96.8	3,767	186.2
1974	647,159	143.7	1,674	99.9	4,341	214.6
1975	675,829	150.0	1,676	100.1	5,376	265.7
1976	687,141	152.6	2,264	135.2	6,532	322.9
1977	702,579	156.0	2,314	138.1	7,195	355.7

SOURCES: *Opening Fall Enrollments in Higher Education*, 1967 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Indices of
Full-time Graduate Enrollment Growth:
U.S. and Liberal Arts Colleges I and II

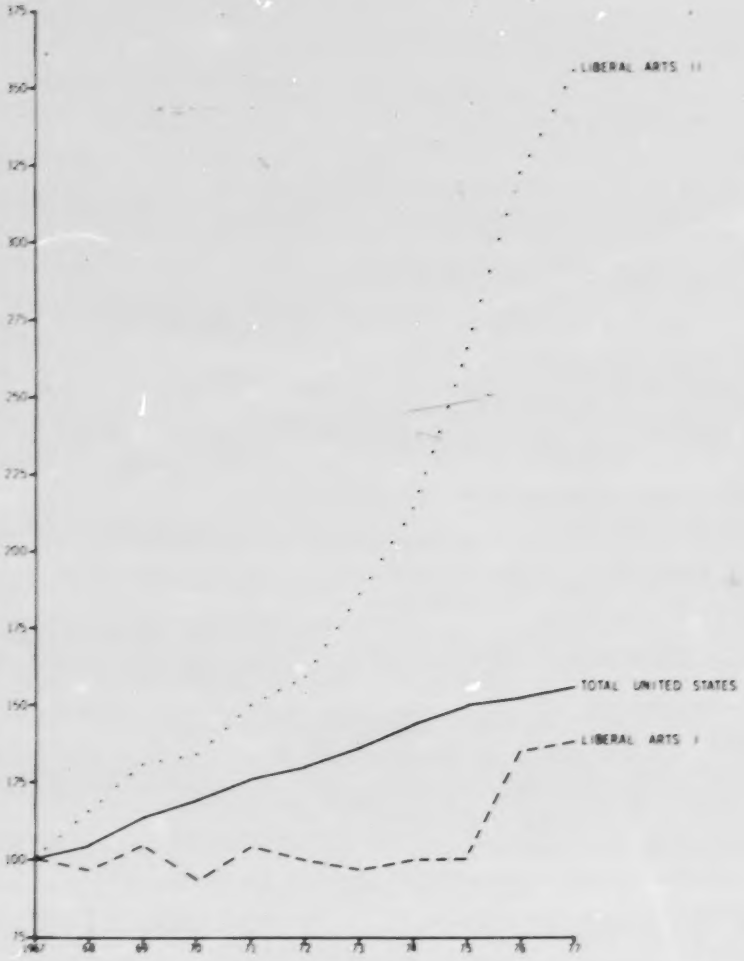

FIGURE 5

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1967 TO 1976 NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9 1978

Table VI: Part-time Graduate Enrollments and Indices of Growth: U.S. and Liberal Arts Colleges I and II.

	United States		Liberal Arts I		Liberal Arts II	
Year	Enrollment	Index	Enrollment	Index	Enrollment	Index
1967	449,529	100.0	1,803	100.0	6,941	100.0
1968	569,469	126.7	2,235	124.0	6,474	93.3
1969	615,799	137.0	2,520	139.8	7,931	114.3
1970	678,355	150.9	2,748	152.4	8,375	120.7
1971	642,805	143.0	2,753	152.7	8,754	126.1
1972	692,580	154.1	2,823	156.6	8,797	126.7
1973	734,812	163.5	3,112	172.6	9,381	135.2
1974	784,997	174.6	3,253	180.4	10,789	155.4
1975	835,666	185.9	3,409	189.1	12,597	181.5
1976	897,358	199.6	3,167	175.7	13,491	194.4
1977	874,094	194.4	3,460	191.9	13,848	199.5

SOURCES: *Opening Fall Enrollments in Higher Education*, 1967 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Indices of

Part-time Graduate Enrollment Growth

U.S. and Liberal Arts Colleges I and II

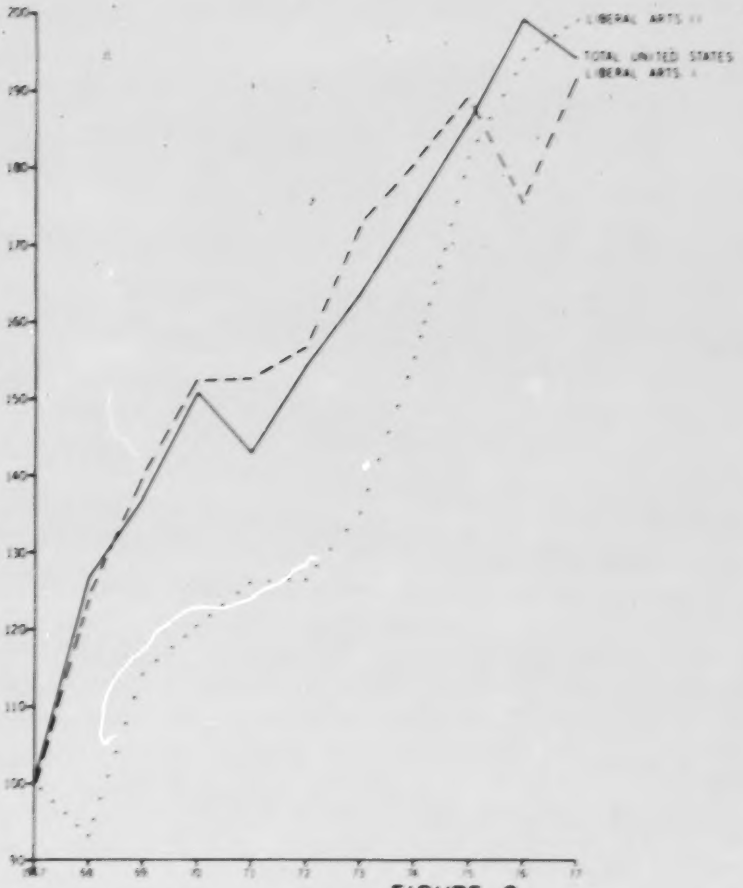

FIGURE 6

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1967 TO 1976 NCES
THE CHRONICLE OF HIGHER EDUCATION, JANUARY 9, 1978

Another interesting observation in the case of part-time graduate enrollments is that the percentage of growth differences between LA Is and IIs is small: the LA IIs increased their part-time graduate enrollments by 99.5 percent between 1967 and 1977 while the LA Is grew by 91.9 percent (Table VI). These figures compare to a 94.4 percent growth rate for part-time graduate enrollments, nationally (see Figure 6).

The raw numbers show that graduate students compose only a small part of the headcounts of Liberal Arts colleges. Together, all graduate enrollments totaled only 26,817 or 5.1 percent of Liberal Arts colleges enrollments in 1977. Thus, the LA Is and IIs remained overwhelmingly undergraduate institutions. Nevertheless, growth of the magnitude shown suggests that some colleges may be changing their fundamental nature. Considering part-time graduate enrollments only, a check of the 1977 data for the 431 LA II institutions revealed more than 50 colleges with graduate enrollments had had no part-time graduate students in 1967. For many others, the number of part-time graduate students had increased markedly. Unquestionably, many Liberal Arts colleges, particularly the LA IIs, have undergone or are in the process of undergoing fundamental changes.

Changes in Enrollments by Sex

No change in American higher education has been more dramatic or more significant socially than the growth in the enrollment of women. In Liberal Arts colleges this growth has followed national trends though less extreme, in part, because training for many of the new professional opportunities for women occur in the universities. The Liberal Arts colleges historically have provided women a liberal learning, pre-professional training, and occasionally an entry into teaching, while universities provide training in law, medicine, engineering, business, and other professional fields. Thus, it is not surprising that the professional "coming out" of women is witnessed by greater enrollment growth in institutions that characteristically have not been the haven of women students.

Whereas nationally between 1965 and 1977 the full-time enrollment of women increased by 113.3 percent, the increases were 29.2 and 14.5 percent in LA Is and IIs, respectively (see Table VII and Figure 7A). The uncharacteristic slower growth of women in the LA IIs resulted in considerable part from declines in single-sex, women's colleges (this trend will be examined more closely in a later report). Traditionally, women often have been segregated in religiously-controlled colleges and many of these colleges, particularly Roman-Catholic ones, in the past decade or so, have become coeducational or occasionally have closed. A flow of women to other kinds of

institutions has followed. In each of the years 1969-1974, the LA II's experienced a decline in full-time women enrollments.

In terms of part-time female enrollments, the corresponding national figures were 195.6 percent; 43.2 percent in LA Is; and 67.0 percent in LA IIs (Table VII and Figure 7B). That is, the extraordinary national growth in part-time enrollment of women was accompanied by a rate roughly one-third as great in LA IIs and less than one-fourth as great in LA Is. The "coping behavior" of the LA IIs is again seen as these colleges apparently sought to maintain general enrollment levels by attracting another new clientele: possibly the housewife and working woman who could give only part-time to her educational improvement.

The pattern of enrollment changes for men, with one exception, offers no surpises. In the LA Is the 12-year rise in full-time male enrollment was a modest 6.8 percent and in the LA IIs it was a slightly higher 10.7 percent; the comparable national figure was 52.2 percent (Table VIII and Figure 8A). These patterns are, of course, not new. What is of special interest, however, is the comparative timing of full-time male declines in the LA Is and IIs. The LA IIs follow the pattern described earlier for headcount enrollments: a decline for 1969-1973 and then a recovery. However, in the LA Is there were no years of decline until 1972; but then four of the last six years show downturns. Whether this trend reflects a decline in demand for a LA I education among men or an effort by the LA Is to equalize opportunity for women cannot be ascertained from these data. However, we suspect that it is primarily the latter, plus a larger number of highly qualified women applicants.

In regard to the part-time enrollment of men in the Liberal Arts colleges, again the LA Is demonstrate relatively little growth, while the LA IIs are characterized by considerable increase (Table VIII and Figure 8B). LA I male, part-time enrollments are almost stable at a 10.5 percent twelve-year increase, or less than one percent per year, while the comparable LA II increase is 100.5 percent, even greater than the overall national increase of 78.9 percent. Once again, the LA IIs are seen to be adapting to a new higher education environment, and it is almost certain that their fundamental nature is undergoing major change.

Table VII: Full- and Part-time Female Enrollments and Indices of Growth: U.S. and Liberal Arts Colleges I and II.

	FULL-TIME						PART-TIME					
	United States		Liberal Arts I		Liberal Arts II		United States		Liberal Arts I		Liberal Arts II	
Year	Enrollment (1000's)	Index	Enrollment	Index	Enrollment	Index	Enrollment (1000's)	Index	Enrollment	Index	Enrollment	Index
1965	1,503	100.0	58,902	100.0	143,991	100.0	811	100.0	6,525	100.0	28,553	100.0
1966	1,721	114.5	61,550	104.5	149,544	103.9	837	103.2	7,039	107.9	30,685	107.5
1967	1,886	125.5	63,694	108.1	155,800	108.2	919	113.3	6,463	99.0	29,758	104.2
1968	2,062	137.2	65,335	110.9	158,223	109.9	1,003	123.7	6,451	98.9	29,282	102.5
1969	2,179	145.0	67,060	113.9	156,611	108.8	1,074	132.4	6,619	101.4	28,299	99.1
1970	2,338	155.6	68,876	116.9	155,395	107.9	1,235	152.3	6,408	98.2	29,517	103.4
1971	2,477	164.8	71,456	121.3	153,044	106.3	1,305	160.9	6,409	98.2	30,578	107.1
1972	2,548	169.5	73,206	124.3	151,008	104.9	1,474	181.8	6,828	104.6	31,766	111.2
1973	2,646	176.0	73,651	125.0	148,870	103.4	1,634	201.5	7,115	109.0	34,082	119.4
1974	2,763	183.8	73,750	125.2	148,637	103.2	1,891	233.3	8,231	126.1	37,684	132.0
1975	2,958	196.8	74,044	125.7	153,250	106.4	2,134	263.1	9,036	138.5	42,044	147.2
1976	3,061	203.7	74,886	127.1	160,090	111.2	2,200	271.3	9,421	144.4	42,188	147.7
1977	3,206	213.3	76,112	129.2	164,883	114.5	2,397	295.6	9,343	143.2	47,692	167.0

SOURCES: *Opening Fall Enrollments in Higher Education*, 1967 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Indices of

Full-time Female Enrollment Growth:

U.S. and Liberal Arts Colleges I and II.

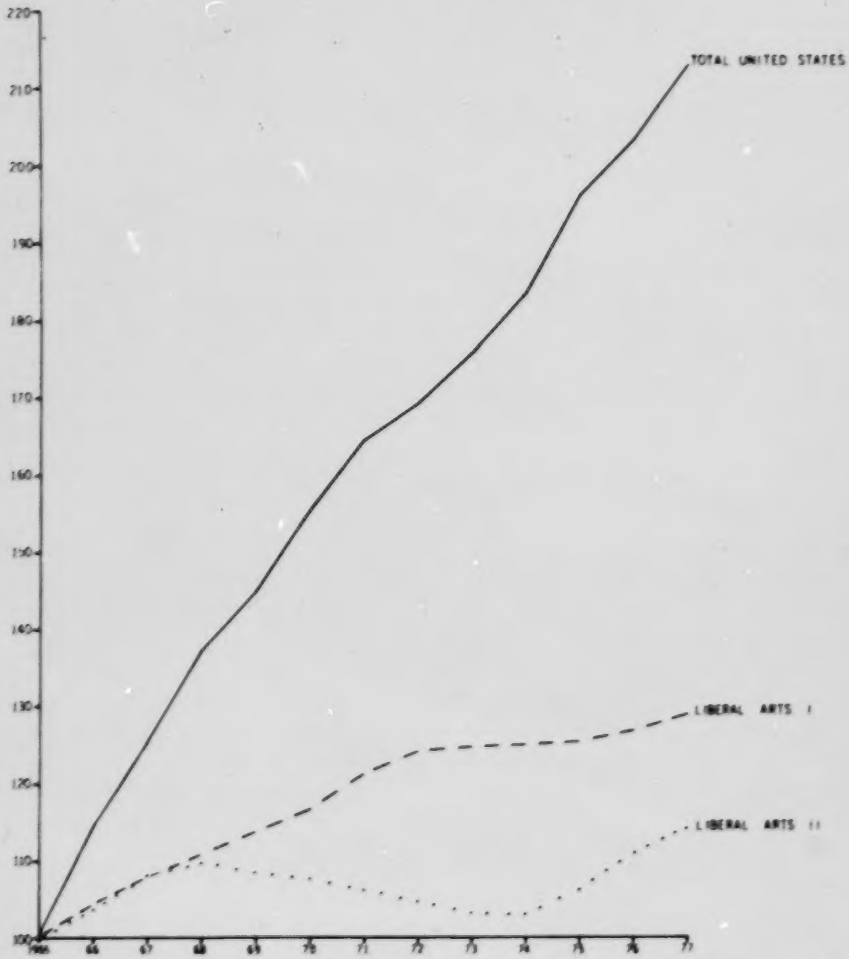

FIGURE 7-A

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION, 1965 TO 1976, NCES
THE CHRONICLE OF HIGHER EDUCATION, JANUARY 9, 1978

Indices of
Part-time Female Enrollment Growth
U.S. and Liberal Arts Colleges I and II

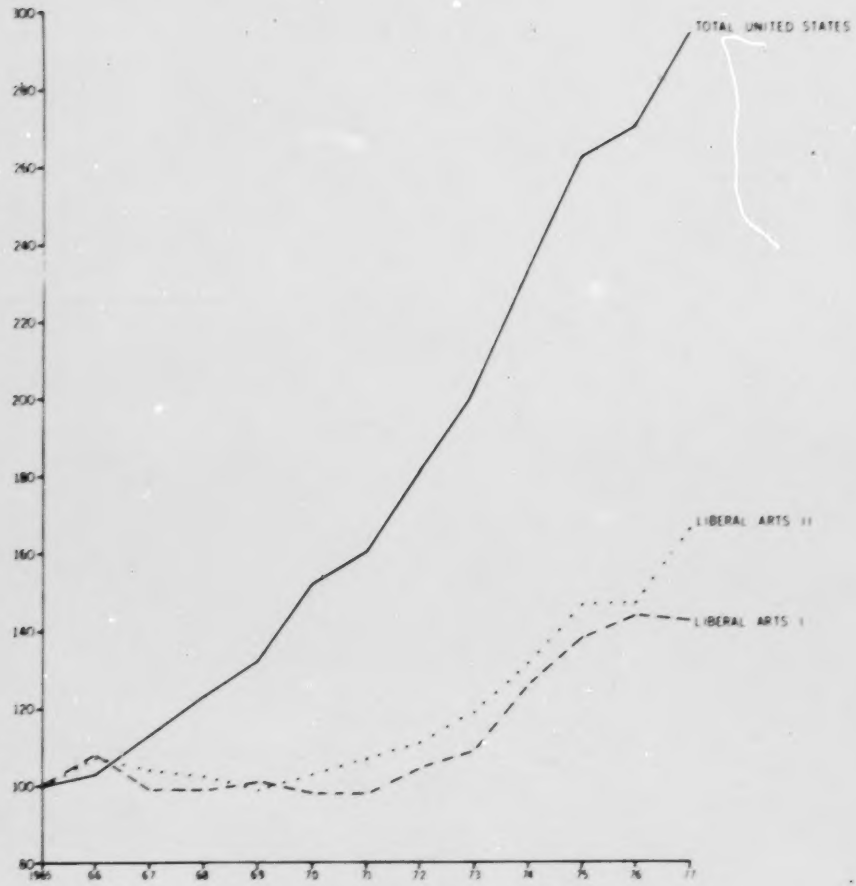

FIGURE 7-B

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1965 TO 1976 NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9 1978

Table VIII: Full- and Part-time Male Enrollments and Indices of Growth: U.S. and Liberal Arts Colleges I and II.

	FULL-TIME						PART-TIME					
	United States		Liberal Arts I		Liberal Arts II		United States		Liberal Arts I		Liberal Arts II	
Year	Enrollment (1000's)	Index	Enrollment	Index	Enrollment	Index	Enrollment (1000's)	Index	Enrollment	Index	Enrollment	Index
1965	2,634	100.0	60,354	100.0	118,647	100.0	1,219	100.0	4,517	100.0	14,698	100.0
1966	2,748	112.9	62,364	103.3	123,775	106.0	1,132	92.9	5,478	121.3	15,048	102.4
1967	2,941	120.8	64,002	106.0	130,212	109.7	1,218	99.9	4,651	103.0	15,522	105.6
1968	3,188	131.0	65,839	109.1	136,275	114.9	1,318	108.1	5,150	114.0	15,150	103.1
1969	3,349	137.6	66,977	111.0	136,053	114.7	1,376	112.9	5,092	112.7	15,910	108.2
1970	3,527	144.9	67,751	112.3	135,873	114.5	1,549	127.1	5,020	111.1	16,412	111.7
1971	3,655	150.2	68,054	112.8	135,497	114.2	1,588	130.3	4,547	100.7	17,687	120.3
1972	3,584	147.2	67,580	112.0	130,383	109.9	1,692	138.8	4,318	95.6	18,878	128.4
1973	3,610	148.3	66,508	110.2	127,509	107.5	1,804	148.0	4,529	100.3	20,857	141.9
1974	3,680	151.2	65,759	109.0	128,300	108.1	1,987	163.0	4,472	99.0	23,318	158.6
1975	3,965	162.9	65,897	109.2	131,430	110.8	2,233	183.2	4,796	106.2	26,164	178.0
1976	3,742	153.7	65,223	108.1	131,783	111.1	2,118	173.7	4,691	103.9	26,099	177.6
1977	3,705	152.2	64,443	106.8	131,318	110.7	2,181	178.9	4,990	110.5	29,465	200.5

SOURCES: *Opening Fall Enrollments in Higher Education*, 1967 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Indices of
Full-time Male Enrollment Growth:
U.S. and Liberal Arts Colleges I and II.

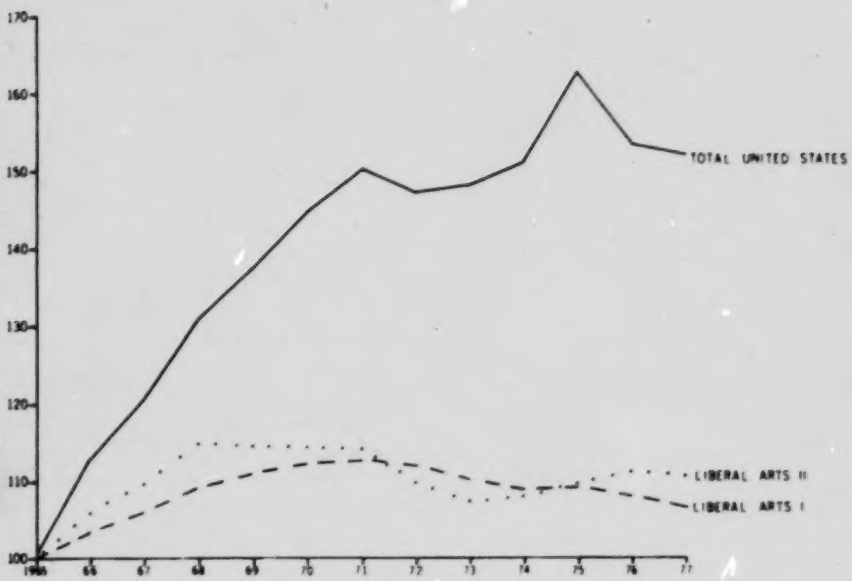

FIGURE 8-A

SOURCES OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1966 TO 1976 NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9 1978

40

Indices of
Part-time Male Enrollment Growth:
U.S. and Liberal Arts Colleges I and II.

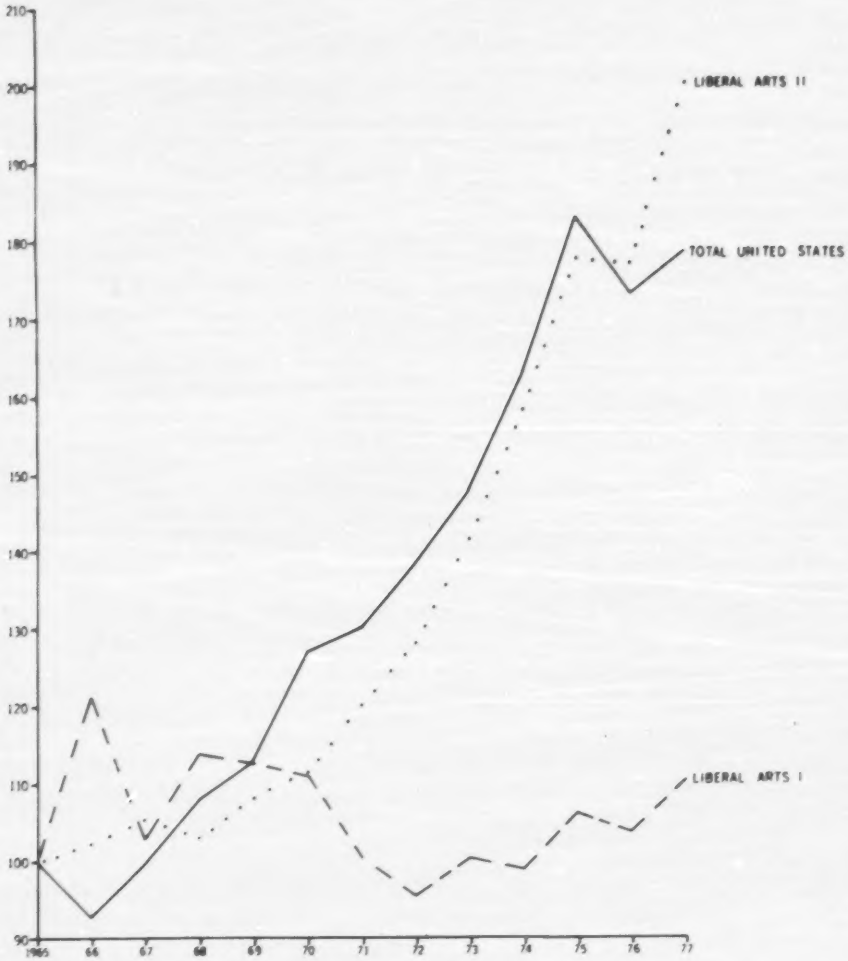

FIGURE 8-B

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION, 1965 TO 1976. NCES.
THE CHRONICLE OF HIGHER EDUCATION, JANUARY 9, 1978.

INDEPENDENT AND RELIGIOUSLY-AFFILIATED LIBERAL ARTS COLLEGES

As the data for both the Liberal Arts Colleges I and II were examined, we were alerted to some pronounced differences between independent institutions and those with church affiliation. This initial examination prompted us to dichtomize private liberal arts colleges into independent and religiously-affiliated institutions in order that a more detailed analysis could be undertaken. This section then contains a series of analyses of private Liberal Arts Colleges I and II by independent and religious control. By the time these data were processed 1978 enrollments became available and consequently were included in the analyses.

There are some important differences in the proportions of independent and church-related institutions comprising the LA Is and LA IIs. There are twice as many independent colleges as there are religiously affiliated among the LA Is. These proportions are exactly reversed among the LA IIs with 151 independent colleges and 299 religiously sponsored. This accounts for some of the difference in the composition of the student bodies of the two levels of institutions both in terms of full- and part-time and undergraduate and graduate students.

Headcounts (Total Enrollments)

The LA I Colleges are on the average about 50 percent larger than the LA IIs. The average size of the LA Is was 1,269 students in 1978 and of the LA IIs 825 students. The independent LA Is are on the average larger than the church-related LA Is (1,346 and 1,157 average students respectively), and the independent LA IIs (860 average students) are larger than the church-related (808). The largest single group of Liberal Arts colleges, therefore, the 299 religiously-affiliated LA IIs, are also on the average the smallest in enrollment and are, therefore, probably most affected by a given enrollment decrease. A reduction of size even of a small magnitude probably impacts heavily and ultimately may cause some curricular retrenchment which in turn may affect the attractiveness the institution holds to potential students. Thus, institutional size may be both cause and effect in terms of enrollment

gains: cause since narrow breadth of programs may tend to limit enrollment and also effect since program breadth does not expand without resources and demand.

It was demonstrated in an earlier section (see p. 16) that LA Is exhibited an overall pattern of fairly steady but slow growth. When these institutions are separated into independent and religiously-affiliated institutions, a sharp difference in growth rates is immediately apparent, and since the independents have twice the number of students as the religiously affiliated, it was primarily the former's pattern of growth that led to the earlier conclusion. Both Figure 9A and Table IX demonstrate clearly the consistent, attenuating growth of the eighty independent LA Is as contrasted with the increase, decline, and recovery of the forty-three religiously-affiliated LA Is. By 1969 the overall enrollments at these latter institutions had peaked and a five-year decline had begun. By 1975 enrollments began to recover and for the next four years recovery accelerated at a faster pace than the earlier decline.

The growth curve of the church-related LA IIs follows almost identically the contours of the church-related LA Is but with somewhat less increase on either side of the mid-70s trough. Further the religiously-affiliated LA IIs reach a slightly deeper and earlier percentage enrollment decrease than do the LA Is (see Figures 9A and 9B).

Both the LA I and LA II independent colleges, on the other hand, exhibit fairly strong growth throughout the 1965-1978 period. Independent LA Is had their strongest enrollment gains early in the period with a tapering off of the growth curve after 1972.

Undergraduates, Full- and Part-Time

The differing mixes of full- and part-time undergraduates is more pronounced between the LA Is and LA IIs than within each of these categories when the independent/church-affiliated division is considered. Part-time students represented only 7 percent of undergraduates at independent LA Is in 1978 and 10 percent at religiously-affiliated LA Is. In the Liberal Arts IIs, however, they were 23 percent of independent and 16 percent of church-related undergraduate enrollments (see Tables XI and XII).

Full-time undergraduates at *independent LA Is* increased consistently about 3 percent a year up to 1972 when a plateau was reached that continued to 1978 (see Tables XI and XII and Figures 10A and 10B).

Table IX: Headcount Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges I.

	Independent		Religious	
Year	Enrollment	Index	Enrollment	Index
1965	84,583	100.0	45,715	100.0
1966	88,487	104.6	47,944	104.9
1967	90,131	106.6	48,679	106.5
1968	93,606	110.7	49,169	107.6
1969	96,146	113.7	49,602	108.5
1970	98,766	116.8	49,289	107.8
1971	101,546	120.1	48,920	107.0
1972	103,400	122.2	48,532	106.2
1973	104,141	123.1	47,662	104.3
1974	104,917	124.0	47,295	103.5
1975	105,886	125.2	47,887	104.8
1976	105,794	125.1	48,427	105.9
1977	105,378	124.6	49,510	108.3
1978	106,347	125.7	49,747	108.8

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

It is worth noting that federal student-aid programs seem not to have affected aggregate independent LA I enrollments to a great extent inasmuch as the overall increase between 1972 and 1978 was only 286 full-time undergraduate students. Presumably this was because the LA Is as a group have excess demand even without student aid.

Additional women students represent the largest portion of the increase in full-time undergraduate students in the independent LA Is. Between 1967 and 1978 full-time undergraduate males increased by 2,500, females by 10,300 (see Table XXI in Appendix B).

Indices of Headcount Enrollment Growth:
Independent and Religiously Affiliated,
Private Liberal Arts Colleges I.

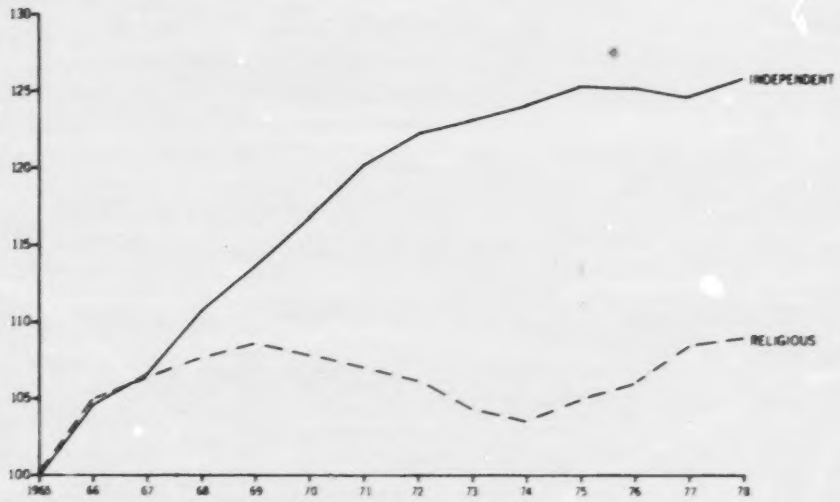

FIGURE 9-A

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION, 1966 TO 1976. NCES
THE CHRONICLE OF HIGHER EDUCATION, JANUARY 9, 1978

But what of the *independent LA IIs,* the somewhat less prestigious, generally less expensive colleges? Overall the total gain in full-time undergraduates in both numbers and percentages between 1967 and 1978 has been smaller for the independent LA IIs than for the LA Is. But between 1972 and 1978, the period affected by the Higher Education Amendments of 1972, the gain was greater for the LA IIs, with an increase of 5,700 full-time undergraduates, 5,200 of whom were males. Considering the fact that there are 151 independent LA IIs, this was an increase of about six students per college per year over a six-year period, a small increase on average institutional size of 808. However, in contrast to the full-time undergraduate enrollment trends of the LA Is, one might argue that the effects of student aid may have been more evident among independent LA IIs.

Indices of Headcount Enrollment Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges II

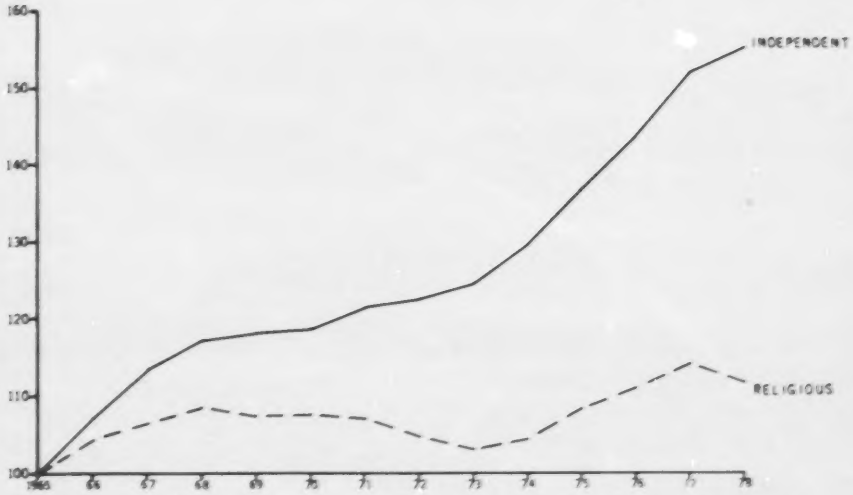

FIGURE 9-B

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION, 1965 TO 1976, NCES; THE CHRONICLE OF HIGHER EDUCATION, JANUARY 9, 1978

Table X: Headcount Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges II.

	Independent		Religious	
Year	Enrollment	Index	Enrollment	Index
1965	83,736	100.0	216,319	100.0
1966	89,722	107.1	225,381	104.2
1967	94,990	113.4	230,164	106.4
1968	98,038	117.1	235,012	108.6
1969	98,851	118.1	232,349	107.4
1970	99,429	118.7	232,777	107.6
1971	101,636	121.4	231,567	107.0
1972	102,614	122.5	226,428	104.7
1973	104,229	124.5	222,975	103.1
1974	108,399	129.5	225,516	104.3
1975	114,552	136.8	234,119	108.2
1976	120,173	143.5	239,805	110.9
1977	127,222	151.9	246,632	114.0
1978	129,778	155.0	241,539	111.7

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Indices of

Full- and Part-time Undergraduate Enrollment Growth:

Independent and Religiously Affiliated

Private Liberal Arts Colleges I

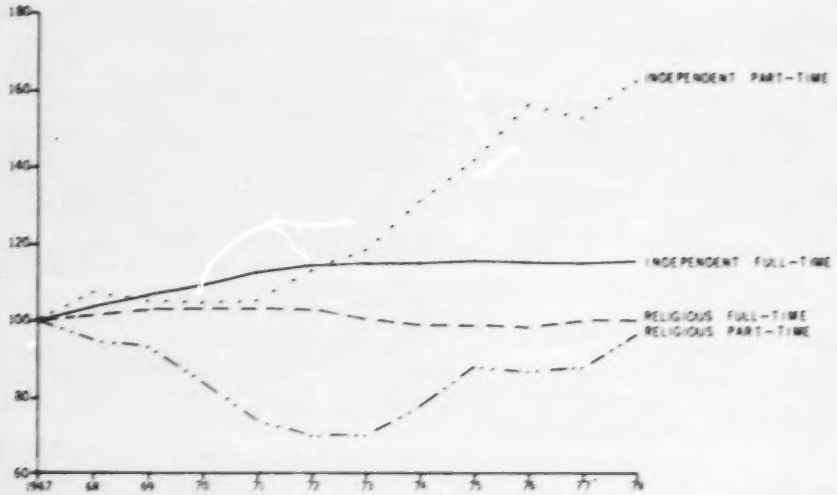

FIGURE 10-A

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1967 TO 1978 NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9 1978

Indices of Full- and Part-time
Undergraduate Enrollment Growth:
Independent and Religiously Affiliated,
Private Liberal Arts Colleges II.

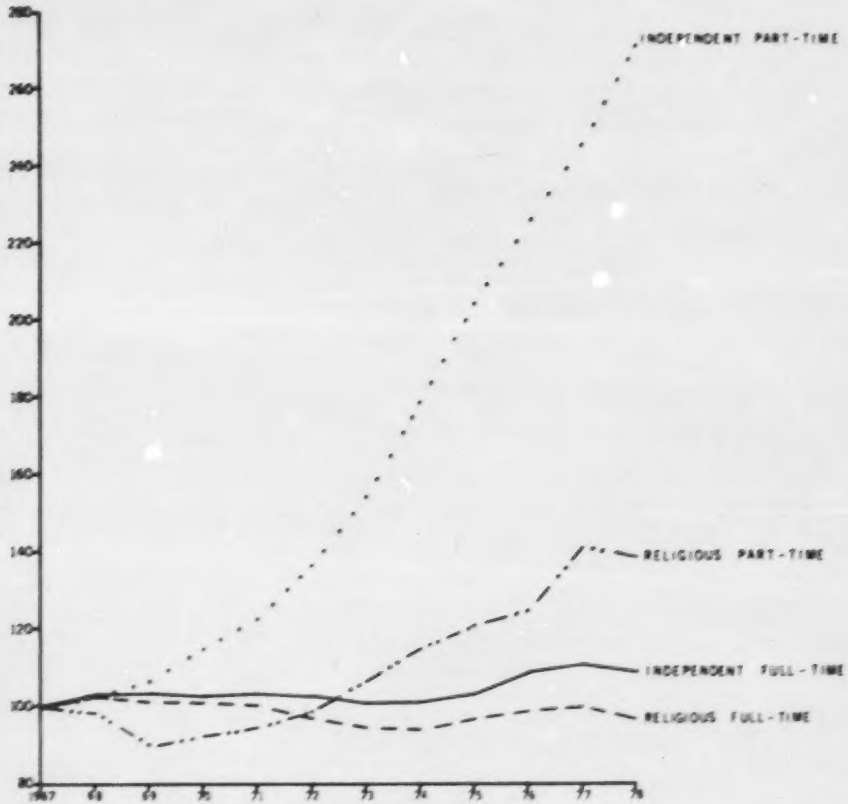

FIGURE 10-B

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1967 TO 1976 NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9 1978

Table XI: Full- and Part-time Undergraduate Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges I.

	Independent				Religiously Controlled			
Year	Full-time	Index	Part-time	Index	Full-time	Index	Part-time	Index
1967	83,215	100.0	4,164	100.0	42,806	100.0	5,147	100.0
1968	86,062	103.4	4,477	107.5	43,492	101.6	4,889	95.0
1969	88,424	106.3	4,389	105.4	43,868	102.5	4,803	93.3
1970	90,882	109.2	4,359	104.7	44,188	103.2	4,321	84.0
1971	93,585	112.5	4,390	105.4	44,184	103.7	3,813	74.1
1972	95,159	114.4	4,719	113.3	43,956	102.7	3,604	70.0
1973	95,670	115.0	4,922	118.2	42,867	100.1	3,611	70.2
1974	95,717	115.0	5,465	131.2	42,118	98.4	3,985	77.4
1975	96,180	115.6	5,904	141.8	42,085	98.3	4,520	87.8
1976	95,904	115.2	6,493	155.9	41,941	98.0	4,451	86.5
1977	95,513	114.8	6,353	152.6	42,728	99.8	4,520	87.8
1978	96,045	115.4	6,753	162.2	42,709	99.8	4,948	96.1

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Table XII: Full- and Part-time Undergraduate Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges II.

	Independent				Religious			
Year	Full-time	Index	Part-time	Index	Full-time	Index	Part-time	Index
1967	80,498	100.0	10,260	100.0	197,977	100.0	27,448	100.0
1968	83,345	103.5	10,491	102.3	203,442	102.8	26,967	98.2
1969	83,503	103.7	10,916	106.4	201,417	101.7	24,779	90.2
1970	82,872	102.9	11,838	115.4	200,998	101.5	25,402	92.5
1971	83,353	103.5	12,628	123.1	199,027	100.5	25,955	94.5
1972	82,445	102.4	14,039	136.8	192,816	97.4	27,200	99.0
1973	81,292	101.0	15,856	154.5	187,193	94.6	29,259	106.5
1974	81,660	101.4	18,399	179.3	186,712	94.3	31,576	115.0
1975	83,344	103.6	20,947	204.2	192,489	97.2	33,327	121.3
1976	87,503	108.7	31,067	265.3	196,486	99.2	34,315	124.9
1977	89,547	111.2	25,231	245.9	198,070	100.0	38,925	141.7
1978	88,145	109.5	27,899	271.9	193,536	97.8	38,237	139.2

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

At the *religiously-affiliated* institutions, the pattern is mixed (see Tables XI and XII and Figures 10A and 10B). The church-related LA Is lost 3,100 full-time male undergraduates but gained 3,000 full-time female undergraduates to break almost even in undergraduate enrollment growth. The church-related LA IIs lost 8,700 full-time undergraduate males but gained 4,300 females to sustain an overall undergraduate loss of 4,400 full-time students over the entire eleven-year period studied. This loss has mainly taken place since 1972.

This evidence does not support the view that student aid has helped private school enrollments. It can be argued, of course, that federal student aid may have mitigated larger decreases these institutions might otherwise have experienced. This position may be valid, but we simply cannot come to such a conclusion from these data.

Part-time undergraduate enrollments increased in independent LA Is and LA IIs and in religiously-affiliated LA IIs. Only in the church-related LA Is was there a decrease in this category of students.

The largest gains occurred in *independent LA IIs* with part-time undergraduates more than doubling between 1967 and 1978 (171.9 percent increase). Part-time enrollments increased from eleven percent of undergraduate enrollments in 1967 to 24 percent in 1978. Strong gains of both male and female part-time students account for this increase. Part-time men students increased by 7,400 and part-time women by 10,200 (see Table XXIII in Appendix B). The major part of this increase came between 1972 and 1978 with index gains as high as 40 percentage points in some years (see Table XII and Figure 10B). The total increase at these 151 independent Liberal Arts colleges between 1972 and 1978 was 13,860 part-time undergraduates, or an average of about 15 part-time students per institution per year over the six-year period between 1972 and 1977,.

Independent LA Is exhibit the next greatest gain in part-time undergraduates with the bulk of that increase occurring after 1972 also. In this case however the increase is only 2,600 students spread among the 80 independent LA Is. Of this part-time gain, 2,400 were women and 200 were men. This amounted to about 33 students per institution for the entire period but only about four students per institution per year over the six-year period between 1972 and 1977. Of course, many institutions did not increase their part-time enrollments, so that some institutioins benefited much more.

The conclusion that can be drawn from examining the undergraduate enrollments of the LA Is and LA IIs is that the pattern has been mixed. Whereas independent liberal arts colleges have shown gains in both full- and

part-time enrollments, church-related LA Is have shown losses in both full- and part-time undergraduates, and the 299 LA II church-related institutions have shown losses in full-time undergraduates but a 39 percent eleven-year increase in part-time enrollments.

None of the categories of Liberal Arts colleges seem to have been profoundly affected by the federal student-aid programs begun in 1972 (see Tables XI and XII). Again it should be observed that enrollment decreases may have been slowed by these federal programs.

Graduates, Full- and Part-Time

It should be stated initially that graduate enrollments represented a very small proportion (5.5 percent) of the total enrollments at Liberal Arts colleges in 1978, and those Liberal Arts colleges offering graduate programs represented only about a third of the institutions. Thus of the eighty independent Liberal Arts colleges I, thirty-one (39 percent) had graduate enrollments and fifteen (35 percent) of the forty-three church-related colleges enrolled graduates. Among the LA IIs, fifty-two of the 151 (34 percent) independents and ninety of the 299 religious (30 percent) enrolled graduate students.

Despite the small enrollment of graduate students and despite the limited number of Liberal Arts colleges offering graduate work, the numbers of graduate students in those colleges enrolling graduates is increasing rapidly, and the number of institutions offering graduate programs apparently is increasing also. The point has been made previously that one of the mechanisms for coping with decreasing or small enrollments is to develop alternative programs. This manifestation of graduate enrollment growth at an increasing number of Liberal Arts colleges appears to be this form of adjustment, and it seems to be occurring in both Liberal Arts I as well as Liberal Arts II colleges and at both independent and religiously-affiliated institutions. It is not however occurring at the same rate nor to the same degree in all of these institutiions.

The only category of Liberal Arts institutions with *full-time graduate* enrollment decreases was the *independent* Liberal Arts Colleges I. Graduate enrollment in these colleges decreased by 150 full-time students beteen 1967 and 1978. By 1973 there was a loss of 300 full-time graduate students, but gains in succeeding years reduced the loss to 150 by 1978 (see Table XIII). All of the recovery in full-time graduates was accounted for by increases in the number of females at this level. There was a gain of about 1,000 *part-time graduates* in independent LA Is.

The *religiously-affiliated* LA Is and *both types* of LA IIs have shown strong increases in both full- and part-time graduate students, with men and women both increasing consistently. The greatest increase has been in the independent LA IIs, where full-time graduate enrollment increased almost tenfold since 1967 (see Tables XIII and XIV and Figures 11A and 11B). There have been strong gains of both full- and part-time graduate men and women at the independent LA IIs.

Men, Full- and Part-Time

There has been a modest gain of 11.5 percent between 1965 and 1978 in *full-time male* enrollments at *independent* Liberal Arts Colleges I. The peak year was 1975 with a male full-time enrollment of 45,000 students in these independent LA I institutions. Since that year there was a decline of about 2,000 full-time men up to 1978, most of whom were undergraduates.

In the *church-related* LA Is there has been a gradual decline in *full-time men* since 1968 with some slight recovery in 1976 and 1977 (see Table XV and Figure 12A). In part this late gain is made up of increases in full-time male graduate students.

Part-time male enrollments at both *independent* and *religiously-affiliated* LA Is have been extremely erratic, fluctuating as much as twenty-five percentage points in one year. But since we are dealing with very small numbers of students (roughly seven percent of all males at both independent and church-sponsored institutions were part-time), changes of a few hundred students drastically affect the index. Overall, *independent* LA Is gained about 500 part-time male students and religiously affiliated have lost about 200. Neither amount substantially affects the overall enrollment trend (compare the fluctuations of Figure 12A for example with the curves of Figure 9A; Table XV and Figure 12A are the source of the changes discussed above).

The number of *full-time male* students increased approximately 12,500 (46 percent) between 1965 and 1978 at *independent* LA IIs; approximately ten thousand of these additional male students were undergraduates and 2,500 were graduates (see Table XXIII in Appendix B).

In the *religiously-affiliated* LA II colleges there was a decrease of 1,200 *full-time males*. This decrease was characterized by two periods of strong decline of undergraduate enrollments in the early and late 1970s offset somewhat by small by consistent increases of full-time male graduate students (see Table XXIV in Appendix B).

Indices of Full- and Part-time Graduate Enrollment Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges I.

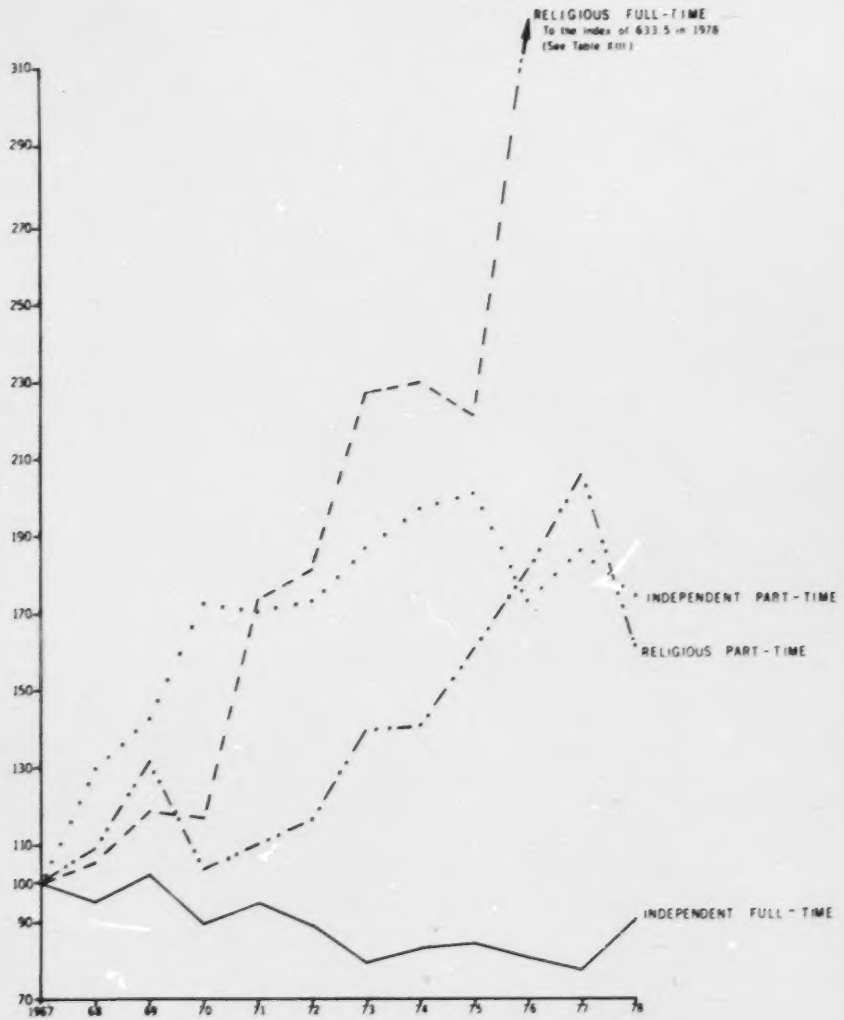

FIGURE 11-A

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION, 1965 TO 1976, NCES
THE CHRONICLE OF HIGHER EDUCATION, JANUARY 9, 1978

Indices of Full-and Part-time Graduate Enrollment Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges II.

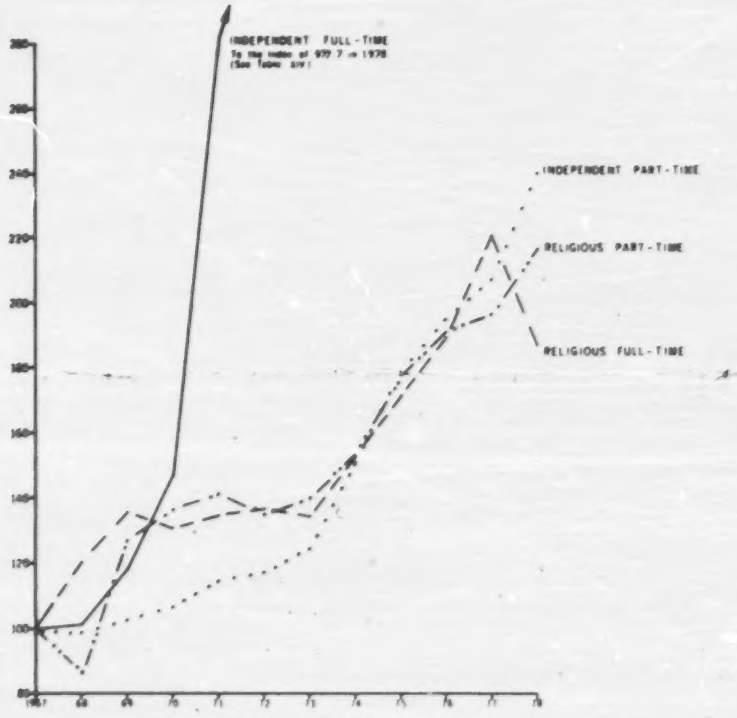

FIGURE 11-B

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1967 TO 1976. NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9 1978

Part-time male students in *independent* LA II colleges increased by 11,400 students (327 percent) between 1965 and 1978. About 70 percent of this increase can be attributed to additional part-time male undergraduates and 30 percent to additional part-time male graduates (see Table XXIII in Appendix B).

There were also fairly large increases in part-time male students at the church-related LA II institutions. Part-time male undergraduate students increased a little less than 4,400, and part-time graduate males increased by 1,500 students for an aggregate increase of about 6,000 part-time males or a 55 percent increase between 1965 and 1978 (see Table XVI and in Appendix B Table XXIV).

Indices of Full- and Part-time Male Enrollment Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges I.

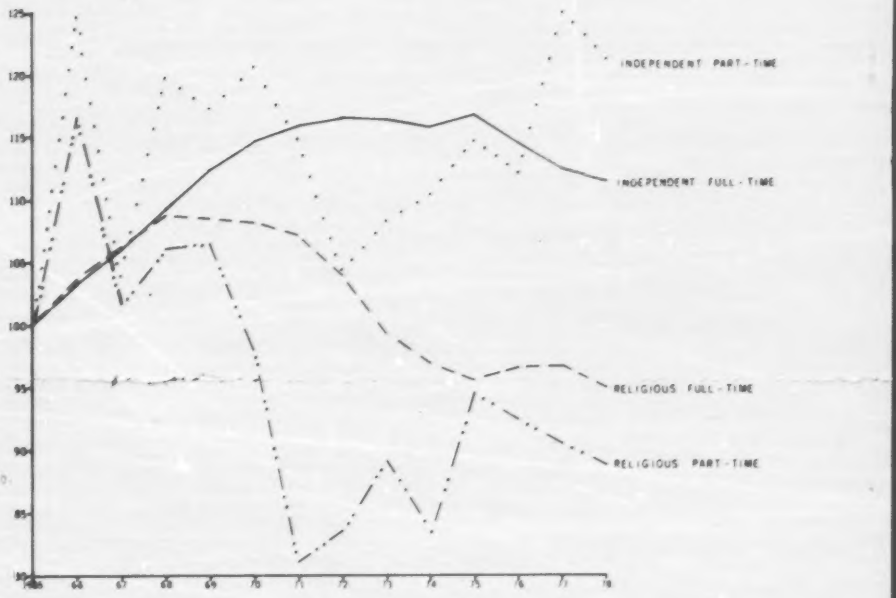

FIGURE 12-A

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1965 TO 1975 - NCES
THE CHRONICLE OF HIGHER EDUCATION (JANUARY 9 1978)

Women, Full- and Part-time

There were in 1978 more predominantly[1] women's colleges among the Liberal Arts I institutions than predominantly male. Twelve of the independent and seven of the religiously-related LA Is were predominantly female, but only three of the independent LA Is were predominantly male; none of the church-affiliated were male colleges.

It is also apparent that there have been some profound changes in this regard since 1965 with more and more single sex colleges becoming coed. In 1965 there were thirty-two predominantly female and 22 predominantly male LA Is with the majority of them independent colleges.

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[1] Ten or fewer of the opposite sex.

The same pattern holds for the LA IIs, with 125 predominantly single sex colleges in 1965 and 72 in 1978. The women's colleges were in the majority: of these 45 were independent and 58 were church-affiliated institutions in 1965; this number became 21 and 29 respectively in 1978.

Women in 1978 represented a larger proportion of *total enrollment* (56 percent) than did men at Liberal Arts Colleges I. They now represent the majority at both the independent and religiously-affiliated institutions whereas in 1965 this was true only at the independent LA Is.

In the Liberal Arts Colleges II, women represented 63 percent of *total enrollments* in 1965; this has dropped to 57 percent in 1978. The religiously-affiliated LA IIs have shown gains in the enrollment of women, who were 54 percent of religiously-affiliated LA II enrollments in 1965 and 57 percent in 1978. The loss has occurred in the independent LA IIs where women have dropped from 63 percent of enrollments in 1965 to 58 percent in 1978. There has been an increase of about 8,500 full-time women in the independent colleges and 12,000 in the church-related (see Table XVIII and Figure 13B).

Indices of Full-and Part-time Male Enrollment Growth:
Independent and Religiously Affiliated, Private Liberal Arts Colleges II

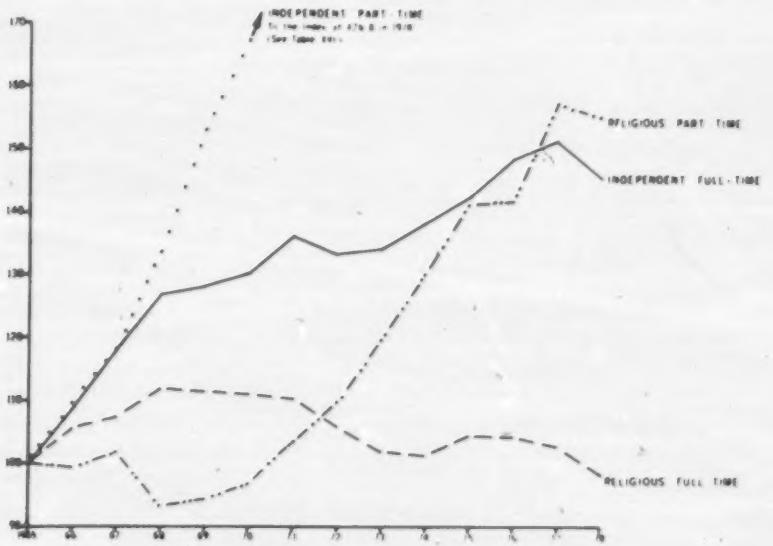

FIGURE 12-B

SOURCES OPENING FALL ENROLLMENTS IN HIGHER EDUCATION 1965 TO 1978 NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9 1978

Table XIII: Full- and Part-time Graduate Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges I.

	Independent				Religious			
Year	Full-time	Index	Part-time	Index	Full-time	Index	Part-time	Index
1967	1,461	100.0	1,271	100.0	194	100.0	532	100.0
1968	1,415	95.5	1,652	130.0	205	105.7	583	109.6
1969	1,515	102.3	1,819	143.1	230	118.6	701	131.8
1970	1,330	89.8	2,195	172.7	227	117.0	553	103.9
1971	1,404	94.8	2,167	170.5	337	173.7	586	110.2
1972	1,319	89.1	2,203	173.3	352	181.4	620	116.5
1973	1,181	79.7	2,369	186.4	441	227.3	743	139.7
1974	1,230	83.1	2,505	197.1	444	228.9	748	140.6
1975	1,246	84.1	2,556	201.1	430	221.6	853	160.3
1976	1,192	80.5	2,204	173.4	1,072	552.6	963	181.0
1977	1,142	77.1	2,365	186.1	1,167	601.5	1,095	205.8
1978	1,336	90.2	2,213	174.1	1,229	633.5	861	161.8

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Table XIV: Full- and Part-time Graduate Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges II.

	Independent				Religious			
Year	Full-time	Index	Part-time	Index	Full-time	Index	Part-time	Index
1967	488	100.0	3,744	100.0	1,527	100.0	3,192	100.0
1968	496	101.6	3,706	99.0	1,840	120.5	2,763	86.6
1969	577	118.2	3,855	103.0	2,078	136.1	4,076	127.7
1970	718	147.1	4,001	106.9	2,003	131.2	4,374	137.0
1971	1,360	278.7	4,295	114.7	2,056	134.6	4,530	141.9
1972	1,723	353.1	4,407	117.7	2,088	136.7	4,325	135.5
1973	2,424	496.7	4,658	124.4	2,054	134.5	4,470	140.0
1974	2,887	591.6	5,653	151.0	2,337	153.0	4,891	153.2
1975	3,550	727.5	6,687	178.6	2,624	171.8	5,679	177.9
1976	4,465	915.0	7,303	195.1	2,897	189.7	6,107	191.3
1977	4,677	958.4	7,767	207.5	3,368	220.6	6,269	196.4
1978	4,747	972.7	8,987	240.0	2,855	187.0	6,911	216.5

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

There have been fairly steady gains in the number of *full-time women* enrolled in both independent and church-sponsored LA Is, and the growth rates in both these types have been remarkably similar for full-time women. There has been an increase of almost 14,000 full-time women at independent LA Is, or 2.5 percent per year for the thirteen-year period, and an increase of 5,000 at the church-related LA Is, an average annual growth of 2 percent (see Table XVII and Figure 13A).

Indices of Full- and Part-time Female Enrollment Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges I

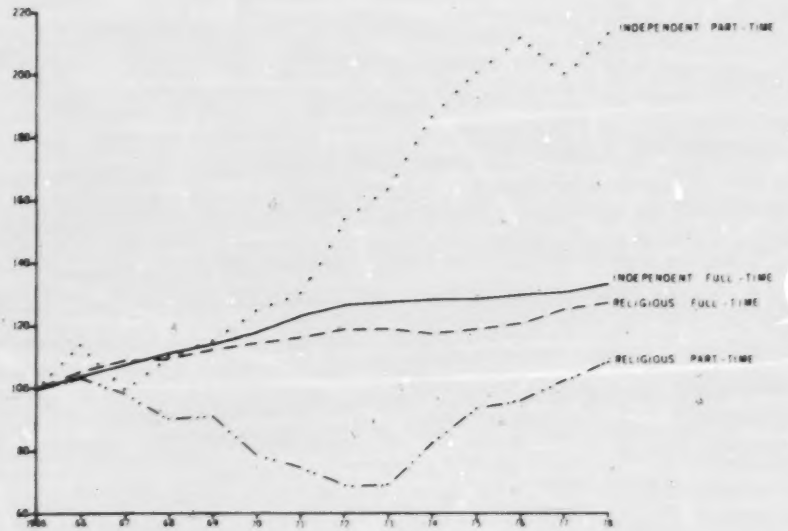

FIGURE 13-A

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION, 1965 TO 1976 NCES
THE CHRONICLE OF HIGHER EDUCATION JANUARY 9, 1976

Indices of Full- and Part-time Female Enrollment Growth:
Independent and Religiously Affiliated, Private Liberal Arts Colleges II

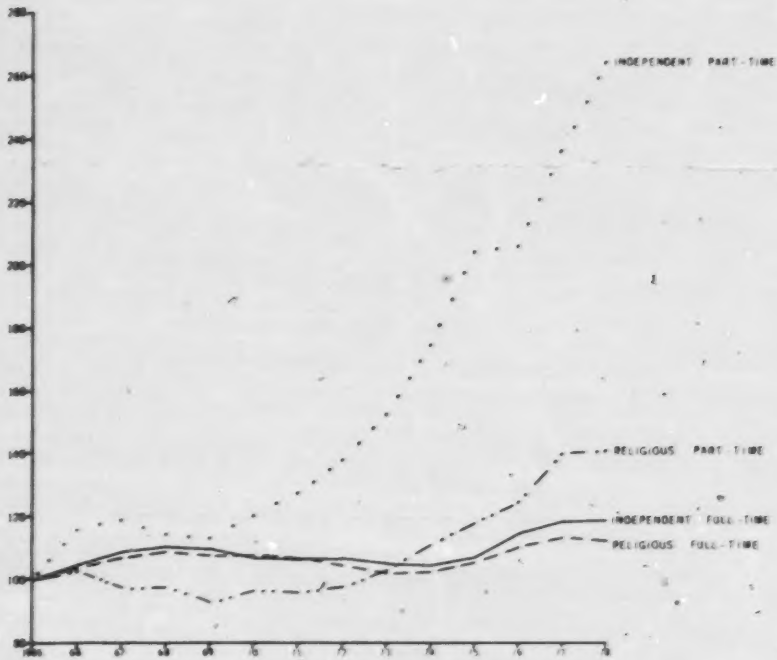

FIGURE 13-B

SOURCES: OPENING FALL ENROLLMENTS IN HIGHER EDUCATION, 1965 TO 1976, NCES
THE CHRONICLE OF HIGHER EDUCATION, JANUARY 5, 1976

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Table XV: Full- and Part-time Male Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges I.

	Independent				Religious			
Year	Full-time	Index	Part-time	Index	Full-time	Index	Part-time	Index
1965	38,699	100.0	2,612	100.0	21,855	100.0	1,905	100.0
1966	39,726	103.2	3,257	124.7	22,638	103.6	2,221	116.6
1967	40,792	106.0	2,714	103.9	23,210	106.2	1,937	101.7
1968	42,082	109.3	3,129	119.8	23,737	108.7	2,021	106.1
1969	43,261	112.4	3,063	117.3	23,716	108.5	2,029	106.5
1970	44,103	114.6	3,153	120.7	23,648	108.2	1,867	98.0
1971	44,626	115.9	3,002	114.9	23,428	107.2	1,545	81.1
1972	44,873	116.6	2,726	104.4	22,707	103.9	1,592	83.6
1973	44,813	116.4	2,829	108.3	21,695	99.3	1,700	89.2
1974	44,581	115.8	2,884	110.4	21,178	96.9	1,588	83.4
1975	45,001	116.9	2,996	114.7	20,896	95.6	1,800	94.5
1976	44,111	114.6	2,931	112.2	21,112	96.6	1,760	92.4
1977	43,316	112.5	3,286	125.8	21,127	96.7	1,724	90.5
1978	42,930	111.5	3,169	121.3	20,759	95.0	1,691	88.8

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Table XVI: Full- and Part-time Male Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges II.

	Independent				Religious			
Year	Full-time	Index	Part-time	Index	Full-time	Index	Part-time	Index
1965	27,185	100.0	3,490	100.0	88,036	100.0	10,916	100.0
1966	29,522	108.6	3,825	109.6	92,895	105.5	10,855	99.4
1967	32,101	118.1	4,122	118.1	94,577	107.4	11,124	101.9
1968	34,509	126.9	4,665	133.7	98,491	111.9	10,197	93.4
1969	34,815	128.1	5,341	153.0	98,187	111.5	10,299	94.3
1970	35,444	130.4	5,842	167.4	97,852	111.1	10,580	96.9
1971	37,027	136.2	6,306	180.7	97,230	110.4	11,319	103.7
1972	36,283	133.5	6,959	199.4	93,279	106.0	11,999	109.9
1973	36,481	134.2	7,795	223.4	89,781	102.0	13,091	119.9
1974	37,635	138.4	9,525	272.9	89,269	101.4	14,224	130.3
1975	38,784	142.7	10,642	304.9	92,087	104.6	15,435	141.4
1976	40,429	148.7	11,225	321.6	91,890	104.4	15,486	141.9
1977	41,191	151.5	13,331	382.0	90,721	103.0	17,230	157.8
1978	39,649	145.8	14,897	426.8	88,805	98.6	16,959	155.4

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Table XVII: Full- and Part-time Female Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges I.

	Independent				Religious			
Year	Full-time	Index	Part-time	Index	Full-time	Index	Part-time	Index
1965	40,752	100.0	2,720	100.0	18,150	100.0	3,865	100.0
1966	42,404	104.1	3,100	114.0	19,146	105.5	3,939	103.5
1967	43,964	107.7	2,721	100.0	19,790	109.0	3,742	98.3
1968	45,395	111.4	3,000	110.3	19,940	109.9	3,451	90.7
1969	46,678	114.5	3,144	115.6	20,382	112.3	3,475	91.3
1970	48,109	118.1	3,401	125.0	20,767	114.4	3,007	79.0
1971	50,363	123.6	3,555	130.7	21,093	116.2	2,854	75.0
1972	51,605	126.6	4,196	154.3	21,601	119.0	2,632	69.2
1973	52,038	127.7	4,461	164.0	21,613	119.1	2,654	69.8
1974	52,366	128.5	5,086	187.0	21,384	117.8	3,145	82.7
1975	52,425	128.6	5,464	200.9	21,619	119.1	3,572	93.9
1976	52,622	129.0	5,760	211.8	21,784	120.1	3,654	96.0
1977	53,344	130.9	5,452	200.4	22,768	125.4	3,891	102.3
1978	54,451	133.6	5,797	213.1	23,179	127.7	4,118	106.2

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Table XVIII: Full- and Part-time Female Enrollments and Indices of Growth: Independent and Religiously Affiliated, Private Liberal Arts Colleges II.

	Independent				Religious			
Year	Full-time	Index	Part-time	Index	Full-time	Index	Part-time	Index
1965	44,766	100.0	8,295	100.0	97,414	100.0	19,953	100.0
1966	46,747	104.4	9,628	116.1	101,010	103.7	20,621	103.3
1967	48,885	109.2	9,882	119.1	104,927	107.7	19,536	97.9
1968	49,332	110.2	9,532	114.9	106,791	109.6	19,533	97.9
1969	49,265	110.1	9,430	113.7	105,308	108.1	18,555	93.0
1970	48,146	107.6	9,997	120.5	105,149	107.9	19,196	96.2
1971	47,686	106.5	10,617	128.0	103,853	106.6	19,165	96.1
1972	47,885	107.0	11,487	138.5	101,625	104.3	19,525	97.9
1973	47,235	105.5	12,718	153.3	99,466	102.1	20,637	103.4
1974	46,712	104.3	14,527	175.1	99,780	102.4	22,243	111.5
1975	48,132	107.5	16,994	204.9	103,028	105.8	23,571	118.1
1976	51,374	114.8	17,145	206.7	107,493	110.3	24,936	125.0
1977	53,033	118.5	19,667	237.1	110,717	113.7	27,964	140.1
1978	53,243	118.9	21,999	265.1	109,586	112.5	28,189	141.3

SOURCES: *Opening Fall Enrollments in Higher Education*, 1965 to 1976, NCES.
The Chronicle of Higher Education, January 9, 1978.

Part-time women students represent less than 10 percent of total female enrollments at the independent LA Is and 15 percent at the church-affiliated colleges. The total thirteen-year increase has been 3,000 such students at the independent and 300 at the religious LA I Colleges (see Table XVII and Figure 13A).

At the LA IIs part-time women represented 41 percent of the females at the independent and 20 percent of the females at the religiously-affiliated colleges. There has been a 165 percent increase in part-time women at independent LA IIs for a total increase of 13,700. At the church-related institutions the thirteen-year increase has been 41 percent and the total number of additional part-time women was 8,200 (see Table XVIII and Figure 13B).

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APPENDIX A

LIBERAL ARTS COLLEGES I

These colleges scored 1030 or more on a selectivity index developed by Alexander W. Astin or they were included among the 200 leading baccalaureate-granting institutions from 1920 to 1966 (National Academy of Sciences, *Doctorate Recipients from United States Universities, 1958-1966*, Washington, D.C., 1967).

The distinction between a Liberal Arts college and a comprehensive institution is not always clear-cut. Some of the institutions in this group have modest occupational programs but a strong liberal arts tradition.

ALABAMA
- Birmingham College

ARKANSAS
- Hendrix College

CALIFORNA
- Claremont Men's College
- Harvey Mudd College
- Mills College
- Occidental College
- Pitzer College
- Pomona College
- Saint Mary's College of California
- Scripps College
- Westmont College

COLORADO
- Colorado College

CONNECTICUT
- Connecticut College
- Trinity College
- Wesleyan University

FLORIDA
- Eckerd College

GEORGIA
- Agnes Scott College

ILLINOIS
- Barat College
- Blackburn College
- Knox College
- Lake Forest College
- MacMurray College
- North Park College and Theological Seminary
- Principia College
- Rockford College
- Shimer College

INDIANIA
- Earlham College
- Hanover College
- Wabash College

IOWA
- Central University of Iowa
- Coe College
- Cornell College
- Grinnell College
- Wartburg College

KENTUCKY
- Berea College
- Centre College of Kentucky
- Thomas More College

LOUISIANA
- Centenary College of Louisiania

MAINE
- Bates College
- Bowdoin College
- Colby College

MARYLAND
- College of Notre Dame of Maryland
- Goucher College
- Saint John's College, Main Campus
- Washington College

MASSACHUSETTS
- Amherst
- Assumption College
- College of the Holy Cross
- Emanuel College
- Gordon College
- Hampshire College
- Mount Holyoke College
- Smith College
- Wellesley College
- Wheaton College
- Williams College

MICHIGAN
- Albion College
- Hope College
- Kalamazoo College

MINNESOTA
- Carleton College
- Hamline University
- Macalester College

NEW JERSEY
- Drew University

NEW MEXICO
- Saint John's College at Santa Fe, New Mexico

NEW YORK
- Bard College
- Colgate University
- College of Mount Saint Vincent
- Columbia University, Barnard College
- Eisenhower College
- Hamilton College
- Hartwick College
- Hobart-William Smith Colleges
- Houghton College
- Kirkland College
- Manhattan College
- Sarah Lawrence College
- Vassar College
- Wells College

NORTH CAROLINA
- Davidson College
- Salem College

OHIO
- College of Wooster
- Denison University
- Kenyon College
- Oberlin College

OREGON
- Linfield College
- Reed College

PENNSYLVANIA
- Albright College
- Allegheny College
- Bryn Mawr College
- Carlow College
- Cedar Crest College
- Chatham College
- Chestnut Hill College
- Dickinson College
- Franklin and Marshall College
- Haverford College
- Lebanon Valley College
- Muhlenberg College
- Our Lady of Angels College
- Swarthmore College
- Thiel College
- Ursinus College
- Washington-Jefferson College

TENNESSEE
- King College
- Southwestern at Memphis
- University of the South

TEXAS
- Austin College

VERMONT
- Bennington College
- Marlboro College
- Middlebury College

VIRGINIA
- Emory and Henry College
- Hampden-Sydney College
- Hollins College
- Randolph-Macon College
- Randolph-Macon Woman's College
- Sweet Briar College

WASHINGTON
- Whitman College

WEST VIRGINIA
- Bethany College

WISCONSIN
- Beloit College
- Carroll College
- Lawrence University
- Marian College of Fond du Lac
- Ripon College

LIBERAL ARTS COLLEGES II

These institutions include all the Liberal Arts colleges that did not meet our criteria for inclusion in the first group of Liberal Arts colleges. Again, the distinction between "liberal arts" and "comprehensive" is not clear-cut for some of the larger colleges in this group and is necessarily partly a matter of judgment.

ALABAMA
- Daniel Payne College
- Huntingdon College
- Judson College
- Miles College
- Mobile College
- Oakwood College
- Selma University
- Southern Benedictine College
- Spring Hill College
- Stillman College
- Talladega College

ALASKA
- Inupiat University of the Arctic

ARIZONA
- Grand Canyon College

ARKANSAS
- Arkansas Baptist College
- Arkansas College
- Central Baptist College*
- College of the Ozarks
- John Brown University
- Philander Smith College

CALIFORNIA
- Ambassador College**
- Azusa Pacific College
- Bethany Bible College
- California Baptist College
- Christian Heritage College**
- College of Notre Dame
- Dominican College of San Rafael
- Holy Family College**
- Holy Names College
- Immaculate Heart College
- John F. Kennedy University
- Lincoln University**
- Lone Mountain College
- Los Angeles Baptist College
- Mount Saint Mary's College
- New College of California
- Pacific Christian College
- Pacific College
- Patten Bible College**
- Simpson College
- Southern California College
- University of West Los Angeles**

COLORADO
- Colorado Women's College
- Loretto Heights College
- Mesa College*
- Regis College
- Rockmont College**

CONNECTICUT
- Albertus Magnus College
- Annhurst College
- Saint Joseph College

DELAWARE
- Wilmington College**

DISTRICT OF COLUMBIA
- Gallaudet College
- Mount Vernon College
- Trinity College
- Washington International College**

FLORIDA
- Clearwater Christian College**
- College of Boca Raton
- Edward Waters College
- Flagler College**
- Florida Memorial College
- Florida Southern College
- Palm Beach Atlantic College
- Saint Leo College
- Southeastern Bible College
- Warner Southern College**

GEORGIA
- Brenau College
- Covenant College
- La Grange College

GEORGIA (continued)
Mercer University in Atlanta**
Morehouse College
Oglethorpe College
Paine College
Piedmont College
Shorter College
Spelman College
Tift College
Wesleyan College

HAWAII
Brigham Young University, Hawaii Campus
Hawaii Loa College**
Hawaii Pacific College**

IDAHO
College of Idaho
Northwest Nazarene College

ILLINOIS
Aurora College
Columbia College
Daniel Hale Williams University
Eureka College
George Williams College
Greenville College
Hebrew Theological College
Illinois Benedictine College
Illinois College
Judson College
Kendall College
McKendree College
Monmouth College
Mundelein College
North Central College
Quincy College
Rosary College
Spertus College of Judaica
Trinity Christian College
Trinity College

INDIANA
Bethel College
Concordia Senior College
Franklin College of Indiana
Goshen College
Grace Theological Seminary and College
Huntington College
Manchester College
Marian College
Marion College
Oakland City College
Saint Francis College
Saint Joseph's College
Saint Mary-of-the-Woods College
Saint Meinrad College
Taylor University
Tri-State University

IOWA
Briar Cliff College
Buena Vista College
Clarke College
Dordt College
Graceland College
Grand View College
Iowa Wesleyan College
Maharishi International University
Marycrest College
Mount Mercy College
Northwestern College
Saint Ambrose College
Simpson College
University of Dubuque
Upper Iowa University
Westmar College
William Penn College

KANSAS
Baker University
Benedictine College**
Bethany College
Friends University
Kansas Newman College
Kansas Wesleyan
Manhattan Christian College
Marymount College
McPherson College
Mid-America Nazarene College
Ottawa University
Saint Mary College
Saint Mary of the Plains College
Southwestern College
Sterling College
Tabor College

KENTUCKY
Asbury College
Brescia College
Campbellsville College
Georgetown College
Kentucky Wesleyan College
Pikesville College
Spalding College
Transylvania University
Union College

LOUISIANA
Dillard University
Louisiana University
Saint Mary's Dominican College

MAINE
College of the Atlantic**
Nasson College
Ricker College
Saint Francis College
Saint Joseph's College
Unity College**
University of Maine at Machias*
Westbrook College

MARYLAND
Baltimore Hebrew College
Columbia Union College
Mount Saint Mary's College
Saint Mary's Seminary and University
University of Maryland, Eastern Shore*

MASSACHUSETTS
Anna Maria College
Atlantic Union College
Bradford College
College of Our Lady of the Elms
Curry College
Eastern Nazarene College
Regis College
Simon's Rock Early College**

MICHIGAN
Adrian College
Alma College
Duns Scotus College
Hillsdale College
John Wesley College
Marygrove College
Nazareth College
Olivet College
Saint Mary's College
Shaw College at Detroit
Siena Heights College
Spring Arbor College

MINNESOTA
College of Saint Scholastica
College of Saint Teresa
Concordia College, St. Paul
Northwestern College
Saint Mary's College
Saint Paul Bible College

MISSISSIPPI
Belhaven College
Blue Mountain College
Millsaps College
Mississippi Industrial College
Rust College
Tougaloo College
Wesley College
Whitworth College

MISSOURI
Baptist Bible College**
Central Methodist College
Culver-Stockton College
Evangel College
Fontbonne College
Maryville College
Missouri Baptist College**
Missouri Valley College
Notre Dame College
Saint Louis Christian College**
School of the Ozarks
Southwest Baptist College
Tarkio College
Webster College
Westminster College
William Woods College

MONTANA
Carroll College
College of Great Falls
Rocky Mountain College

NEBRASKA
Bellevue College**
College of Saint Mary
Concordia Teachers College
Dana College
Doane College
Hastings College
Midland Lutheran College
Nebraska Wesleyan University
Union College

NEVADA
Sierra Nevada College

NEW HAMPSHIRE
Franconia College
Franklin Pierce College
Mount Saint Mary College
Nathaniel Hawthorne College
New England College
Notre Dame College
Rivier College

NEW JERSEY
Caldwell College
Centenary College for Women
College of Saint Elizabeth
Georgia Court College

NEW MEXICO
College of Santa Fe
College of the Southwest

NEW YORK
Briarcliff College
Cathedral College of the Immaculate Conception
Concordia College
Daemen College
Dominican College of Blauvelt
D'Youville College
Friends World College
Keuka College
King's College
Ladycliff College
Long Island University, Southampton Center
Marymount College
Marymount Manhattan College
Molloy College
Mount Saint Mary College
Nyack College
Pace University, College of White Plains
Roberts Wesleyan College
Saint Joseph's College
Saint Thomas Aquinas College
Touro College

NORTH CAROLINA
Barber-Scotia College
Belmont Abbey College
*Bennett College
Catawba College
Gardner Webb College
Greensboro College
High Point College
Lenoir-Rhyne College
Livingstone College
Meredith College
Methodist College
North Carolina Wesleyan College
Pfeiffer College
Queens College
Sacred Heart College
Saint Andrews Presbyterian College
Shaw University
Warren Wilson College

NORTH DAKOTA
Jamestown College
Mary College
Mayville State College*

OHIO
Bluffton College
Cedarville College
College of Mount Saint Joseph-on-the-Ohio
College of Steubenville
Defiance College
Edgecliff College
Findlay College
Heidelberg College
Hiram College
Lake Erie College
Malone College
Marietta College
Mount Union College
Mount Vernon Nazarene College
Muskingum College
Notre Dame College
Ohio Dominican College
Otterbein College
Rio Grande College
Urbana College
Ursuline College
Walsh College
Wilberforce University
Wilmington College

OKLAHOMA
American Christian College
Bethany Nazarene College
Oklahoma Christian College
Oklahoma City University
Phillips University

OREGON
Colegio Cesar Chavez
Columbia Christian College
George Fox College
Marylhurst Education Center
Northwest Christian College
Pacific University
Warner Pacific College
Western Baptist Bible College

PENNSYLVANIA
Allentown College of Saint Francis de Sales
Alliance College
Alvernia College
Cabrini College
College Misericordia
Eastern College
Geneva College
Gwynedd-Mercy College

PENNSYLVANIA (continued
- Holy Family College
- Immaculata College
- Juniata College
- La Roche College
- Lincoln University*
- Lycoming College
- Mercyhurst College
- Messiah College
- Rosemont College
- Saint Vincent College
- Seton Hill College
- Villa Maria College
- Waynesburg College
- Wilson College

RHODE ISLAND
- Barrington College
- Roger Williams College, Providence Branch

SOUTH CAROLINA
- Allen University
- Central Wesleyan College
- Claflin College
- Coker College
- College of Charleston*
- Columbia College
- Converse College
- Erskine College
- Limestone College
- Morris College
- Newberry College
- Presbyterian College
- University of South Carolina at Aiken*
- University of South Carolina at Conway*
- Voorhees College
- Wofford College

SOUTH DAKOTA
- Dakota Wesleyan University
- Huron College
- Mount Marty College
- Sioux Falls College
- Yankton College

TENNESSEE
- Belmont College
- Bethel College
- Bryan College
- Christian Brothers College
- Fisk University
- Free Will Baptist Bible College
- Freed-Hardeman College
- Knoxville College
- Lambuth College
- Lane College
- Lee College
- Le Moyne-Owen College
- Lincoln Memorial University
- Maryville College
- Mid-South Bible College**
- Milligan College
- Scarritt College
- Tennessee Wesleyan College
- Trevecca Nazarene College
- Tusculum College
- Union University

TEXAS
- American Technological University
- Dallas Baptist College
- Dallas Christian College**
- East Texas Baptist College
- Howard Payne University
- Houston-Tillotson College
- Incarnate Word College
- Jarvis Christian College
- LeTourneau College
- Lubbock Christian College
- Mary Hardin-Baylor College
- McMurry College
- Paul Quinn College
- Southwestern Union College
- Southwestern University
- Texas Agricultural and Industrial University at Laredo*
- Texas College
- Texas Lutheran College
- University of Houston, Victori Campus*
- Wayland Baptist College
- Wiley College

UTAH
- Westminster College

VERMONT
- College of Saint Joseph the Provider
- Green Mountain College
- Norwich University, Main Campus
- Royalton College**
- School for International Training**
- Southern Vermont College
- Trinity College
- Vermont College
- Vermont Institute for Community Involvement
- Windham College

VIRGINIA
- Averett College
- Bluefield College
- Bridgewater College
- Eastern Mennonite College
- Ferrum College
- Mary Baldwin College
- Marymount College of Virginia
- Roanoke College
- Saint Paul's College
- Virginia Intermont College
- Virginia Union University
- Virginia Wesleyan College

WASHINGTON
- Evergreen State College * **
- Fort Wright College of Holy Names
- Northwest College of the Assemblies of God
- Saint Martin's College

WEST VIRGINIA
- Alderson Broaddus College
- Davis and Elkins College
- Salem College, Main Campus
- Wheeling College

WISCONSIN
- Alverno College
- Cardinal Stritch College
- Edgewood College
- Lakeland College
- Milton College
- Mount Mary College
- Mount Senario College
- Northland College
- Silver Lake College
- Viterbo College

PUERTO RICO
- Antillian College**

* Public Institutions

** Data for these institutions were not included.

Table XIX: NEGIS Categories of Enrollment Data, 1965-1978

	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978
I. DEGREE CREDIT														
A. Resident														
1. Undergraduate														
a. Lower Division					S	S	S	S						
b. Upper Division					S	S	S	S						
Total-Undergraduate			S		S	S	S	S						
2. First-Professional					S	S	S	S						
3. Graduate			S		S	S	S	S						
4. Unclassified					S	S	S	S						
Total-Resident		S			S	S	S	S						
B. Extension														
1. Undergraduate					SP	SP	SP	SP						
2. First-Professional/Graduate					SP	SP	SP	SP						
3. Unclassified					SP	SP	SP	SP						
Total-Extension		S	SP		SP	SP	SP	SP						
C. Resident and Extension														
1. Undergraduate														
a. Lower Division									S	S	S	X	X	X
b. Upper Division									S	S	S	Y	Y	Y
Total-Undergraduate				S					S	S	S	SCRT	SC	SCRT
2. First-Professional									S	S	S	SCRT	SC	SCRT
3. Graduate				S					S	S	S	SCRTG	SCG	SCRTG
4. Unclassified									S	S	S	SCRTU	SCU	SCRTU
Total-Resident and Extension	S	S	S	S	S	S	S	S						
D. First Time Degree Credit														
Total-First Time Degree Credit	S	S	S	S		S	S	S	S	S	S	SCRT	SC	SCRT
II. NON-DEGREE CREDIT														
A. Resident					S	S	S	S						
B. Extension					SP	SP	SP	SP						
C. Resident and Extension	S			S	S	S	S	S	S	S	S			
D. First Time Non-Degree Credit				S		S	S	S	S	S	S			
III. GRAND TOTAL					S	S	S	S	S	S	S	S	S	S

C - Combined degree credit and non-degree credit
G - Graduates categorized by first-year and beyond the first year
P - Part-time data only
R - Classified by race: Non-resident alien, Black Non-Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, White Non-Hispanic
S - Data separated by sex
T - Classified by type of program: Agriculture and Natural Resources, Architecture and Environmental Design, Biological Sciences, Business and Management, Engineering, Dentistry, Medicine, Veterinary Medicine, Law, Physical Sciences, All Other
U - Unclassified categorized by undergraduate level and postbaccalaureate level
X - Lower division categorized by first-time freshman, other first-year, and second-year
Y - Upper division categorized by third-year and fourth-year and beyond

NOTE: If space is blank, category is not available. All categories separated by full- and part-time except where noted.

TABLE XI

CLOSINGS, MERGERS, AND OPENINGS OF LIBERAL ARTS COLLEGES I AND II, 1965 TO 1978

Year	CLOSED						MERGED								OPENED			
	Total		Independent		Religious		Total		Independent		Religious		State		Total	Independent	Religious	State
	No.	Enrollment	No.	Enrollment	No.	Enrollment	No.	Enrollment	No.	Enrollment	No.	Enrollment	No.	Enrollment	No.	No.	No.	No.
1965	N/A	-	-	-	-	-	2	355	1	223	1	132	0	0	9	8	1	0
1966	3	316	1	266	2	50	0	0	0	0	0	0	0	0	6	4	2	0
1967	N/A	-	-	-	-	-	N/A	-	-	-	-	-	-	-	4	3	0	1
1968	3	576	0	0	3	576	2	2,527	1	677	1	1,850	0	0	5	2	3	0
1969	5	1,671	2	1,086	3	585	2	893	0	0	2	893	0	0	3	3	0	0
1970	6	1,808	3	1,329	3	479	1	704	1	704	0	0	0	0	6	4	1	1
1971	7	1,644	4	1,471	3	173	6	6,710	2	3,796	4	2,914	0	0	2	2	0	0
1972	2	629	0	0	2	629	1	480	1	480	0	0	0	0	4	3	1	0
1973	11	3,410	4	1,783	7	1,627	3	1,493	2	386	0	0	1	1,107	1	0	0	1
1974	5	1,964	2	973	3	991	2	1,423	1	345	1	1,078	0	0	2	2	0	0
1975	9*	3,792	5	2,147	4	1,645	2	610	1	590	1	20	0	0	1	1	0	0
1976	2	264	1	135	1	129	1	365	0	0	1	365	0	0	1	1	0	0
1977	2	702	1	364	1	338	1	251	0	0	1	251	0	0	0	0	0	0
1978	5	1,609	4	1,475	1	134	1	642	1	642	0	0	0	0	0	0	0	0
Totals	60	18,385	27	11,029	33	7,356	24	16,453	11	7,843	12	7,503	1	1,107	44	33	8	3

* Two of which are Liberal Arts I, the only Liberal Arts I's that closed in the total period (no data for 1965 and 1967)

SOURCES: *Education Directory, Colleges and Universities*, 1965 to 1978, National Center for Educational Statistics.
The Chronicle of Higher Education, December 18, 1978, pp. 7-8.

Table XXI: Graduate and Undergraduate, Full- and Part-time, Male and Female Enrollments and Indices of Growth: Independent Liberal Arts Colleges I.

	Undergraduate								Graduate							
	Male				Female				Male				Female			
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time	
Year	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index
1967	39,959	100.0	2,036	100.0	43,256	100.0	2,128	100.0	833	100.0	678	100.0	648	100.0	593	100.0
1968	41,358	103.5	2,287	112.3	44,704	103.3	2,190	102.9	724	86.9	842	124.2	691	106.6	810	136.6
1969	42,501	106.4	2,258	110.9	45,900	106.1	2,141	100.6	760	91.2	806	118.9	778	120.1	1,005	169.5
1970	43,533	108.9	2,212	108.6	47,347	109.5	2,185	102.7	570	68.4	941	138.8	762	117.6	1,216	205.1
1971	43,975	110.1	2,118	104.0	49,610	114.7	2,275	106.9	651	78.2	884	130.4	753	116.2	1,281	216.0
1972	44,290	110.8	1,888	92.7	50,871	117.6	2,833	133.1	583	70.0	838	123.6	734	113.3	1,363	229.8
1973	44,319	110.9	1,918	94.2	51,351	118.7	2,996	140.8	495	59.4	910	134.2	687	106.0	1,465	247.0
1974	44,081	110.3	1,982	97.3	51,633	119.4	3,486	163.8	500	60.0	902	133.0	733	113.1	1,601	270.0
1975	44,508	111.4	2,109	103.6	51,665	119.4	3,804	178.8	493	59.2	888	131.0	760	117.3	1,660	279.9
1976	43,627	109.2	2,072	101.8	52,277	120.9	4,421	207.8	484	58.1	858	126.5	708	109.3	1,346	227.0
1977	42,905	107.4	2,206	108.3	52,608	121.6	4,147	194.9	411	49.3	1,060	156.3	736	113.6	1,305	220.1
1978	42,482	106.3	2,205	108.3	53,563	123.8	4,548	213.7	448	53.8	964	142.2	888	137.0	1,249	210.6

SOURCE: *Opening Fall Enrollments in Higher Education*, 1965 to 1978, NCES.

Table XXII: Graduate and Undergraduate, Full- and Part-time, Male and Female Enrollments and Indices of Growth: Religiously Affiliated, Liberal Arts Colleges I.

	Undergraduate								Graduate							
	Male				Female				Male				Female			
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time	
Year	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index
1967	23,040	100.0	1,707	100.0	19,776	100.0	3,444	100.0	170	100.0	230	100.0	24	100.0	298	100.0
1968	23,578	102.3	1,737	101.8	19,914	100.7	3,152	91.5	179	105.3	284	123.5	26	108.3	299	100.3
1969	23,533	102.1	1,664	97.5	20,334	102.8	3,140	91.2	183	107.6	365	158.7	48	200.0	336	112.8
1970	23,450	101.8	1,576	92.3	20,738	104.9	2,743	79.6	198	116.5	291	126.5	29	120.8	263	88.3
1971	23,175	100.6	1,239	72.6	21,009	106.2	2,377	74.8	253	148.8	306	133.0	84	350.0	278	93.3
1972	22,434	97.4	1,281	75.0	21,521	108.8	2,320	67.4	273	160.6	311	135.2	80	333.3	312	104.7
1973	21,383	92.8	1,358	79.6	21,484	108.6	2,262	65.7	312	183.5	342	148.7	129	537.5	393	131.9
1974	20,874	90.6	1,268	74.3	21,245	107.4	2,720	79.0	304	178.8	320	139.1	139	579.2	425	142.6
1975	20,587	89.4	1,411	82.7	21,501	108.7	3,109	90.3	309	181.8	389	169.1	118	491.7	463	155.4
1976	20,299	88.1	1,312	76.9	21,642	109.4	3,139	91.1	813	478.2	448	194.8	259	1079.2	515	172.8
1977	20,301	88.1	1,267	74.2	22,427	113.4	3,253	94.5	826	485.9	457	198.7	341	1420.8	638	214.1
1978	19,937	86.5	1,387	81.3	22,772	115.1	3,561	103.4	822	483.5	304	132.2	407	1695.8	557	186.9

SOURCE: *Opening Fall Enrollments in Higher Education*, 1965 to 1978, NCES.

Table XIIII: Graduate and Undergraduate, Full- and Part-time, Male and Female Enrollments and Indices of Growth: Independent Liberal Arts Colleges II.

	Undergraduate								Graduate							
	Male				Female				Male				Female			
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time	
Year	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index
1967	31,948	100.0	3,194	100.0	48,550	100.0	7,059	100.0	153	100.0	928	100.0	335	100.0	2,823	100.0
1968	34,378	107.6	3,585	112.2	48,967	100.9	6,906	97.8	131	85.6	1,080	116.4	365	109.0	2,626	93.0
1969	34,613	108.3	4,280	134.0	48,891	100.7	6,611	93.7	202	132.0	1,061	114.3	374	111.6	2,819	99.9
1970	35,161	110.1	4,672	146.3	47,711	98.3	7,160	101.4	283	185.0	1,170	126.1	435	129.9	2,837	100.5
1971	36,314	113.7	5,074	158.9	47,039	96.9	7,558	107.1	713	466.0	1,232	132.8	647	193.1	3,059	108.4
1972	35,324	110.6	5,677	177.7	47,119	97.1	8,345	118.2	959	626.8	1,283	138.3	766	228.7	3,142	111.3
1973	35,094	109.8	6,315	197.7	46,195	95.1	9,518	134.8	1,387	906.5	1,479	159.4	1,040	310.4	3,200	113.4
1974	36,020	112.7	7,514	235.3	45,642	94.0	10,880	154.1	1,615	1055.6	2,011	216.7	1,070	319.4	3,647	129.2
1975	36,628	114.6	7,882	246.8	46,733	96.3	13,043	184.8	2,156	1409.2	2,760	297.4	1,399	417.6	3,951	140.0
1976	37,995	118.9	7,703	241.2	49,508	102.0	13,364	189.3	2,434	1590.8	3,522	379.5	1,866	557.0	3,781	133.9
1977	38,550	120.7	9,760	305.6	50,997	105.0	15,471	219.2	2,641	1726.1	3,571	384.8	2,036	607.8	4,196	148.6
1978	37,103	116.1	10,636	333.0	51,042	105.1	17,263	244.6	2,546	1664.1	4,261	459.2	2,201	657.0	4,726	167.4

SOURCE: *Opening Fall Enrollments in Higher Education*, 1965 to 1978, NCES.

Table XXIV: Graduate and Undergraduate, Full- and Part-time, Male and Female Enrollments and Indices of Growth: Religiously Affiliated, Liberal Arts Colleges II.

	Undergraduate								Graduate							
	Male				Female				Male				Female			
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time	
Year	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index	N	Index
1967	93,461	100.0	9,789	100.0	104,516	100.0	17,662	100.0	1,116	100.0	1,336	100.0	411	100.0	1,874	100.0
1968	97,092	103.9	9,137	93.3	106,350	101.8	17,830	101.0	1,399	125.4	1,060	79.3	441	107.3	1,703	90.9
1969	96,502	103.3	8,733	89.2	104,910	100.4	16,058	90.9	1,685	151.0	1,566	117.2	398	96.8	2,497	133.2
1970	96,146	102.9	8,900	90.9	104,850	100.3	16,545	93.7	1,706	152.9	1,680	125.7	299	72.7	2,652	141.5
1971	95,502	102.2	9,610	98.2	103,526	99.1	16,344	92.5	1,728	154.8	1,710	128.0	327	79.6	2,820	150.5
1972	91,530	97.9	10,170	103.9	101,283	96.9	17,064	96.6	1,749	156.7	1,829	136.9	342	83.2	2,461	131.3
1973	88,144	94.3	11,335	115.8	99,053	94.8	17,979	101.8	1,637	146.7	1,756	131.4	413	100.5	2,658	141.8
1974	87,479	93.6	12,321	125.9	99,234	94.9	19,292	109.2	1,790	160.4	1,902	142.4	546	132.8	2,951	157.5
1975	90,202	96.5	13,298	135.8	102,291	97.9	20,070	113.6	1,885	168.9	2,137	160.0	735	178.8	3,500	186.8
1976	89,891	96.2	13,198	134.8	106,595	102.0	21,117	119.6	1,999	179.1	2,288	171.3	898	218.5	3,819	203.8
1977	88,366	94.5	14,766	150.8	109,704	105.0	24,159	136.8	2,355	211.0	2,464	184.4	1,013	246.5	3,805	203.0
1978	84,724	90.7	14,146	144.5	108,812	104.1	24,091	136.4	2,081	186.5	2,813	210.6	774	188.3	4,098	218.7

SOURCE: *Opening Fall Enrollments in Higher Education*, 1965 to 1978, NCES.

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